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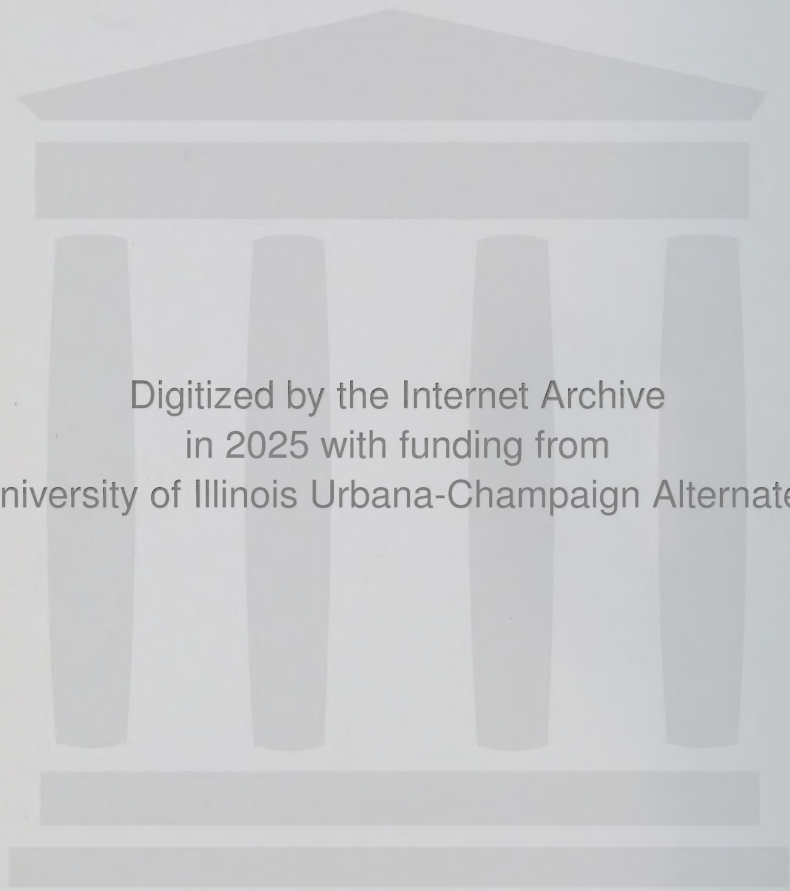
1955

see your schools

IN ACTION

1955

MALDEN, MASSACHUSETTS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SEE *Your* SCHOOLS IN *Action*

The Annual Report for 1955 of the Public Schools, showing by word and picture a school-year's many and varied activities.

• MALDEN, MASSACHUSETTS

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Report of the Chairman of the School Committee

To the Honorable, the Mayor and
Members of the City Council:

The year 1955 witnessed substantial progress in Malden's educational system.

In keeping with our desire to attract and retain teachers of superior qualifications, the Committee found it necessary to improve the salary schedule of its teaching staff; this it did by voting a salary range, effective July 1, 1956, of $3,100 to $5,100, attainable in ten years.

As a result of the construction of the new Linden School, the School Committee voted to abandon the old Linden School and return it to the City.

During the year we continued our program of instituting kindergartens wherever possible. As a result, new kindergartens were established in the Belmont, Daniels, Faulkner, Leonard, and Lincoln Schools.

The replacement of our antiquated and crowded school buildings, begun with the building of the new Linden School, was continued through authorization for a new Ayers School and an addition to the Daniels School. The Committee has also again called the attention of the City Government to the urgent need for an addition to the Glenwood School, and it is hoped that the City Council will now take prompt action.

Your School Committee also:

1. Instituted a second major work class, Grade Five. Our work in this field had attracted wide and complimentary national attention.

2. Voted to employ a school adjustment counselor to begin work in September, 1956. The state will reimburse us for $4,500 of the counselor's salary.

During the latter half of the year we lost by resignation the wise counsel of our senior member and former Chairman, the Reverend Charles H. Monbleau, who was called to the service of a church in another community. No replacement was made in view of the imminence of the municipal elections in November, when Mrs. Bertha Gordon was elected to fill the vacancy.

My sincere thanks go to School Committee members and the entire staff for their help as well as to members of the executive and legislative branches of the City Government for their cooperation and support.

Respectfully submitted,

George E. Lodgen
Chairman of the School Committee

December 31, 1955

Deaths

Margaret E. Walsh—Principal of the Ayers School for three years, and for many years a teacher of Mathematics at the Browne Junior High School.

Patricia N. Wood—Teacher of Home Economics at the Lincoln Junior High School for seven years.

Each of these persons gave generously of her energy, knowledge, and time to make easier the road to success of the countless students they taught. They are sorely missed by their colleagues and students alike.

Retirements

During 1955 the following persons retired from the school system:

Helen G. McDonald—a teacher of Mathematics in Beebe Junior High School, who served thirty-four years here.

Edith H. Snow—Director of Special Education, with a service here of thirty-two years.

Arthur G. Hilbert—a teacher of Industrial Arts in Lincoln Junior High School, in service here for twenty-one years.

William M. Ireland—a junior building custodian in the High School for ten years here.

William G. Bentley—Principal of the Glenwood School, and with our schools as teacher and principal forty-one years.

No amount of money could adequately compensate them for their faithful, devoted service to the youth of this community over so many years.

Annual Report of the Superintendent of Schools

To the School Committee and the Citizens of Malden:

The past year saw some advancement of the program for building an addition to the Daniels School and constructing a new building to replace the old Ayers School. It is earnestly to be hoped that bids for this construction will be called for early in 1956 so that the two buildings will be ready for occupancy by September of that year.

Two more courses of study were reviewed and revised in 1955: Elementary Science and Junior High Mathematics. The revision of the Elementary Social Studies is nearing completion and should be ready for adoption by February, 1956. Work will then begin on the Elementary Health Education course.

Demands for space in the new Linden School crowded out the class for the mentally-bright children there; and they were transferred to the High School, the only place in the city where room was available. A new class for the mentally-gifted was also opened in the High School; and it appears likely that until new construction provides additional rooms, still another such class will have to be assigned to the High School.

The year 1955 saw no improvement in the salary situation for school personnel; but in preparing the Budget for 1956 the School Committee took a decisive step forward by raising the minimum for teachers from $2600 to $3100 and the maximum from $4200 to $4900, with the added proviso that the maximum for 1957 should be $5100. The one draw-back was that the effective date of the 1956 increase was set at July 1 instead of January 1; this was done to ease the burden on the taxpayer.

Parents and citizens are always welcome to visit our schools to see them in action. We want them to see that we are trying hard to give their children a really *good* education at all levels of instruction.

Chester W. Holmes
Superintendent of Schools

December 31, 1955

Administrative and Supervisory Personnel

Superintendent of Schools

CHESTER W. HOLMES

Administrative Assistant to the Superintendent of Schools

T. RICHARD KELLIHER

Principals

High School—JOHN B. MATTHEWS
Vocational High School—JAMES A. BOOTH
Beebe Junior High School—WINTHROP L. WEBB
Browne Junior High School—WILLIAM J. SULLIVAN
Lincoln Junior High School—JAMES A. CRONIN
Ayers School—(Acting) MARGARET B. JACKSON
Belmont School—THOMAS F. COSGROVE
Browne Elementary School—WILLIAM J. SULLIVAN
Daniels School—WILLIAM E. RITTERSHAUS
Emerson School—KATHERINE E. WHIDDEN
Faulkner School—CHARLOTTE DANOFF
Glenwood School—FRANK A. RHULAND
Leonard School—HELEN T. DILLON
Lincoln Elementary School—JAMES A. CRONIN
Linden School—MARY O'NEIL
Maplewood School—ALICE E. HERBERT
Pierce School—THOMAS S. FEELEY
Central Evening School—MORTON H. WIGGIN

Directors

Adult Civic Education—CHARLES A. ROSSITER
Art—M. ADELIA JOHNSON
Guidance—HELENE MOORE
Health—MARY E. SPENCER
Music—HERBERT H. SILVERMAN
Physically Handicapped—DOROTHY E. BLAKELEY
Reading—ESTHER FAIRCLOTH
Special Education—(Acting) BERTHA M. HOWARD

Heads of Departments

Physical Education (Elementary)—DAVID I. WALSH
Testing—ARLINE J. WALTON

New Staff Members

FOR THE 1955-56 SCHOOL YEAR

High School

Joan T. Chisholm	Special Grade 4
Robert J. Fraser	Latin
Joseph E. Glennon	Special Grade 5

Vocational High School

Joseph N. Demers	Auto

Beebe Junior High School

Joan L. Babineau	Art
Alice L. Burns	Social Studies
Paula Y. Caffrey	Grade 5
Nellie W. Cheng	Health
Joan M. Driscoll	Latin, French
Mary G. Hughes	Grade 6
Ada O'M. Sheehan	Commercial
Madeline L. Wiles	English

Browne Junior High School

Daniel J. Berardi	Health
Elizabeth L. Bickerstaff	Domestic Art
Rita Crosby	Physical Education
Ida S. Finn	Mathematics
Claire C. MacDonald	Social Studies
Dorothee Rosenberg	Music

Lincoln Junior High School

Julia R. Bacigalupo	Physical Education
Rose Derderian	Domestic Service
Arthur W. Edwards, Jr.	Science
Beatrice M. McDermott	Commercial

Ayers School

Margaret B. Jackson	Acting Principal
Lillian G. Viola	Grade 3

Belmont School

John A. Brescia	Grade 5
Grace L. Cunningham	Grade 2
Mildred M. Fogarty	Kindergarten
Mary E. Giblin	Kindergarten
Sandra E. Kaufman	Grade 3
Ronald G. Marcovitz	Grade 4
Lillian G. Meoli	Grade 4

Browne Elementary School

Phyllis DelGratta	Grade 2

Daniels School

Doris C. Anderson	Kindergarten
Mary C. Armstrong	Kindergarten
Yetta C. Birstein	Grade 1
Marion E. Callahan	Grade 2
Lena Reinherz	Grade 4

Emerson School

Anna L. Gallagher	Grade 3
Elsie G. Hurley	Grade 4
Anne L. Netzel	Blind
Mary T. Pearo	Grade 3

Faulkner School

Dorothea P. Donohue	Special
J. Richard Penney	Grade 5

Glenwood School

Frank A. Rhuland	Principal
Shirley L. Cann	Grade 1
Althea H. Foresman	Grade 3
Ida S. Rosen	Grade 2

Leonard School

Mary E. Gioiosa	Grade 6
Margaret N. Prior	Kindergarten

Lincoln Elementary School

Rebecca H. Alexander	Kindergarten
Harriett L. Atwood	Grade 4
Gwynivere I. G. Mugford	Grade 4
Rose Shapiro	Grade 2

Linden School

Judith F. Diamond	Grade 1
Elaine M. Guinee	Grade 2
Edward S. Kramer	Grade 5
Marguerite McLaughlin	Grade 2
Daniel J. O'Connor	Grade 4
Marilyn A. Steeves	Grade 2

Maplewood School

Hazel Acres	Grade 3
Marjorie E. Baker	Grade 4
Benjamin Giordano	Grade 5

Central Office Staff

Ruth B. Bowie	Home Instruction
Jenelle Dove	Speech
Betty James	Speech
Sheila N. Joyce	Speech
Evelyn C. Stratton	Special

Why Art?

Why Art? The use of art is everywhere. Its influence is seen in our dress, our home, our schools, our stores, and in our community. Every child needs the stimulation, education, and development that result from using art materials.

During the past few decades a remarkable change has taken place in the evaluation of children's art. The older generation can remember when a child's work was judged on grounds of neatness and faithfulness to the subject, and the source for an art work was often a printed production. It has now become a matter of course to give a child freedom in expressing himself through the medium of color, design, and a variety of materials. The results are astonishing. Many characteristics found in the crude drawings of cave-dwellers are similar to forms and conceptions of children's work. Contemporary-art education has not abandoned standards of achievement. It insists, in fact, that every child have his own standards; but these standards must rise as the child grows.

We have finally accepted the challenge of today's methods, eliminating patterns and dictated lessons of the past to really-stimulating creative experiences. Children in our elementary schools and students in our junior and senior-high-school classes enjoy experiences of field trips to art museums, art galleries, stores, factories, the airport, and to many other places of interest. Illustrations of their experiences in the media of each grade are most ingenious. "Open House" in all our schools has proved to parents, teachers, and friends that art plays a very-important part in their lives.

Providing children with the opportunity to experiment in the fields of their special interests is a very-good method of stimulating a creative way of working.

The experiences of children with many interests are extended as they are encouraged to work on a variety of projects. Often other children who are less imaginative are drawn into the group to help.

Whether an apparently-gifted child will develop into a talented artist can only be judged later in his life. If the creative gift is strong enough, it will survive the adolescent tendencies of conforming to the "average." It will ride out the influences of magazines, funnies, and movies. Art experience for a child is a way of finding out what the world is. If he is trying to draw, paint, or depict something, regardless of how free and nonrepresentational his product is, he is still looking as hard at the world as he ever will look at it under any circumstances.

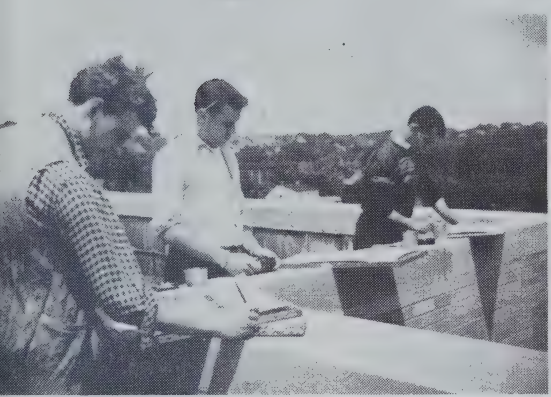
We motivate him toward the things he knows so that he will not undertake problems that are too difficult.

Drawing and designing on flat surfaces, to be sure, are a real part of the program; but the Arts include much more. The Arts include everything that man makes, arranges, or re-arranges, to help satisfy his needs and pleasures.

The real value in art lies not in the object produced, regardless of how good it may look, but in the actual creative art in the changes which are brought about in the child's thinking, feeling, and acting because of his experience. These are some of the many things we are doing in the field of Art.

Above left: *Soap carving holds a special interest.*
Above right: *Freedom in expression with paints.*

Below left: *Thinking, feeling, acting, producing.*
Below right: *Color, line, form, texture and spacing used in creating a costume.*



Above left: *To see freshly the world around you.*
Above right: *Art today seeks to give the child opportunity to interpret his world and his thoughts.*

Below left: *Show-case window decorators.*
Below right: *Open House in the senior-high-school art room.*

What We Are Doing For Health Education

Our schools continue to provide expert health supervision for all our children from the kindergarten through the senior high school. This embraces protection of the child's health through continuous teacher-observation and referral of suspicious deviations to our nurses for appraisal and health counseling. We require periodical health examinations by the family physician and dentist, certain inoculations to protect your children from communicable diseases, and have yearly screening for visual and auditory acuity by our nurses because we want your children to be fit to get the most out of their educational opportunities.

But we are an educational institution; so our prime responsibility here, as in other phases of our program, is educational. Our first duty is to provide those health-learning experiences that will fit pupils to live more effectively and more happily. Through our health-education program, which includes units in Mental Health, Disease Control, Dental Health, Safety, and Family Living, we aim to build scientific and responsible attitudes toward personal and community health. To this end we teach the basic understandings necessary for pupils to live healthfully now, and for them to assume later their health responsibilities as productive workers, as cooperative citizens, and as well-adjusted family members. More and more from the kindergarten on, we are emphasizing emotional health and the development of a well-rounded mature personality, giving a whole course to this area in the senior high school.

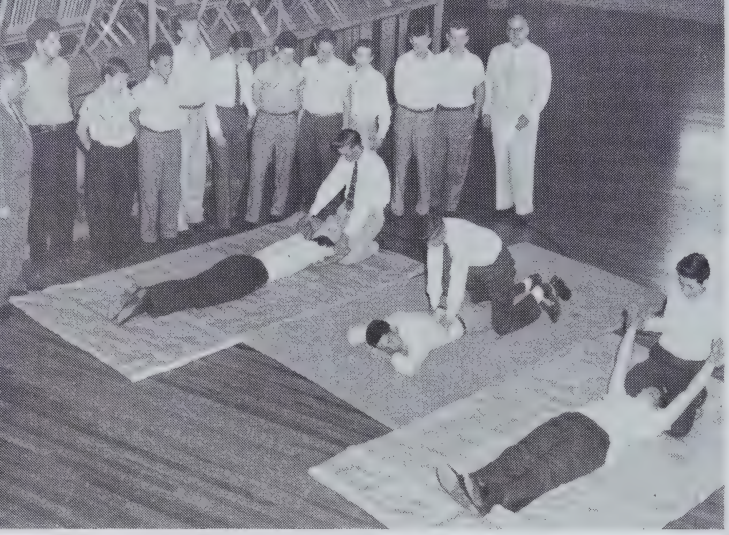
We know that pupils of all ages learn what they live and what they experience daily. Because of this fact we are constantly stressing better physical surroundings and better equipment for our pupils, and we have always before us the ideal of well-adjusted teachers who will provide the best emotional atmosphere in their classrooms. The goal of our program is very idealistic but very fundamental — it is to teach our pupils how to live. To this end every educator in our system makes a worth-while contribution.

The Kiwanis Club's Lollipop Treat on Immunization Day— "School was never like this."

We like having visitors watch us as we try to solve some of our health problems.

"What a fine lunch, Sandra!" — The school lunch provides many health-learning experiences.

Meeting the universal need for skills in family living.



The life you save may be your buddy's! — Safety and first aid are vital parts of our health program.

Our unseen enemies—It's fun finding out how germ colonies grow.

And that's how Jean and John got ready for school.

Music in Our Schools

Our education-through-music program consists of general music classes, rhythm, melody and toy orchestras, flutophone groups, boys', girls', and mixed vocal ensembles, music clubs, instrumental classes for all instruments, vocal and instrumental chamber ensembles, bands, orchestras, and keyboard experience activities.

OUR CREDO

Music-education's chief concern is with *lives*—not *life*—as an abstract concept, but with *life* as it is spent in homes, on streets and playgrounds, in school and out, at all ages and at every school level.

Music is a powerful personal and social force in the development of the maximum human and spiritual power from which the promises of our democratic ideal will be realized with increasing effectiveness.

Musical experiences rightly-planned and guided are capable of liberating bodies, hearts, and minds in ways that make children, youths, and adults freer to work toward newer, richer, and more-valuable expressible and social ends.

Every child, every person in our American schools, is privileged—therefore obligated—to do his bit in improving musical and cultural life in America by improving himself.

Improving oneself musically, or otherwise, is an active process of giving out, as well as taking in; a child or adult develops more fully when these two principles of growth are given due consideration.

Music education can fulfill its highest purpose (1) by seeking the most-effective interrelations possible with every other relevant area of public education, and (2) by examining all current issues and problems within the field of music in a spirit of constructive and open inquiry.

Below left: *Junior-high classes enjoy group singing.*
Below right: *And so do elementary classes!*

Music in the open air — a rhythm band.

Youngsters learn to keep time with a variety of instruments.

Elementary schools have orchestras, too.

A marching and a concert band— two in one— is a harmonic asset.

Our Reading Program

Reading is a form of social interpretation which helps orient the child to his own world. Reading in the school cuts across all subject-matter and is no longer an isolated school subject. The child reads and learns about world events in the social-studies period; he reads about the flowers and bees in the science period; in the language-arts program he enjoys a good story or acts in a play; in the practical-arts period the child learns about the construction of the radio or television or reads to discover the best way of making hot biscuits. None of the above can be minimized, and interpretive reading opens the windows of this wide world.

Yes, we stress phonics, especially in the early school years, because the child is allotted time to think as he reads, if he is having no trouble with the word construction. Phonics is never an end in itself. It is only a means to future interpretive reading and finally to success throughout life. The objectives in the study of reading are synonomous with the objectives of life.

STAGES OF DEVELOPMENT IN THE READING PROGRAM

1. *Readiness Stage*

The stage where readiness is acquired comprises the pre-school years, the kindergarten, and sometimes early first grade.

2. *Initial Reading Stage*

This is the first grade, where the child learns how to read. He reads silently and orally as soon as he is taught 10 or 15 words at sight. This child should know how to sound-out most of his new words after two months of constant drill on the sounds which make up words.

Below left: *Constant referral to pictures as well as to encyclopedias, atlases, and other reference materials keeps these youngsters abreast of the times.*

Below right: *The physical structure of the United Nations may be in New York City; but a Major Workshop Class, through wide readings and research, delivers its own speeches on current events.*

A language-arts background helps initial reading. Children in the kindergarten learn to be keen listeners and observers as they listen to directions.

3. *Progressive Stage in Reading*

Children should be able to read more rapidly silently than orally. Oral reading continues as attitudes, habits, and tastes are refined. The child should always read with reasonable ease, understanding, and pleasure both informational and literary materials.

4. *Extended Experiences*

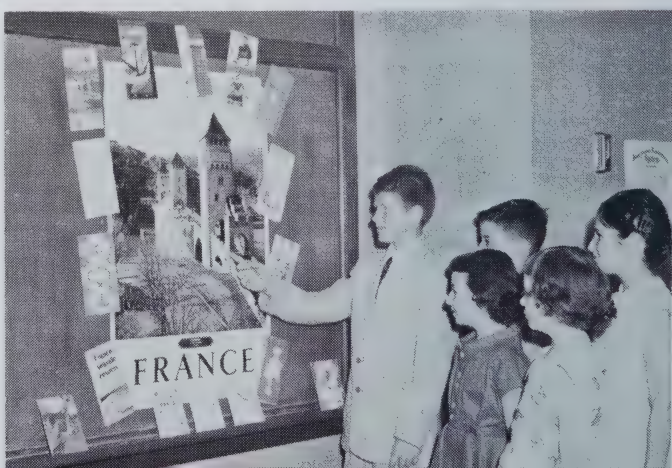
They learn by doing. (Dewey) They learn to read by reading. (Malden)

As experiences are extended, interests ard broadened; and the child acquires increased power, efficiency, and excellence in this reading skill which is the determining factor of the child's success or failure during his school-life.

We try to make reading a pleasure and also a rewarding activity. The successful reader does not have to be forced to read but undertakes reading voluntarily for the information he gets from the printed page.

Here, we know that capable readers retain more of what they read than faulty, deficient readers. Also good quality and rapid reading go hand in hand. The emphasis in our Reading Department is on prevention rather than on correction.

We have a positive approach to the teaching of reading in our schools. We firmly believe Johnny *can* read and are always seeking new ways and means to increase his readability.



French can be taught to pupils in the elementary grades, as this fifth-grade shows.

Manipulative materials develop control and coordination.

Special Education

Changes have taken place in the policies of the Department of Special Education during the past year through new legislation which was passed in May, 1954, in regard to the placement of children in special classes.

Early detection and placement of those children who do not benefit from ordinary classroom instruction are now mandatory, and they are given the advantage of our particular type of service at an earlier age than in the past. As a result, our department has grown in numbers; and the average enrollment during the past year in our eleven classes has been 140 pupils. From the time we are aware of a child's needs, he is given the type of teaching by which he can profit and is permitted to progress at his own particular rate of learning. The readiness of the child to begin academic subjects is determined, and he is saved much confusion and failure by not being taught to read until he has reached the mental age at which he is ready for reading. The habit of success in school-life is established so that the child need not experience the maladjustment which is sure to follow repeated failure year by year when he remains in the grades and is unable to cope with the regular school program. Pressure is removed in our classes, and the special program provided enables the child to make a normal adjustment to school.

A reading class concentrates on a word-analysis lesson.

The development of good social attitudes and the formation of habits essential to adult success are emphasized. Our children enjoy the pleasure of successful achievement and the assurance of being accepted by their teacher and classmates and develop a well-rounded personality through their educational success and social experience.

Our classes are made up of children of varying degrees of ability, and our emphasis is on bringing each child up to his own level of capacity. We strive for the social, emotional, physical, and intellectual development of the whole child. We organize our classes into desirable homogeneous groups by placing together children of similar mental abilities and with as similar chronological ages as possible.

The social age of the child is also considered; and in order for him to attend a class which best suits his educational and social needs, he often travels to a different section of the city from where he lives. The Public Schools provide the cost of transportation for these children. Many travel by bus, which gives them a valuable social experience and develops self-confidence. Those who are more immature or handicapped are provided with taxi service to and from school. The city is partially reimbursed by the State for this expenditure.

A recently-enacted law requires that provision be made for the training of the severely-handicapped child. We have a total enrollment of fourteen in our two classes for these children, one class of which was established within the past year. These pupils are taught routines of personal care and desirable social behavior and in general are made to feel secure and emotionally stable so that they will become more acceptable members of their homes and neighborhoods. They have the services of trained speech teachers who spend three days a week giving individual attention to their speech needs. These lessons are correlated with the everyday program so that there will be a carry-over of achievement. During the past year the pupils in these classes were examined by a psychologist and physician from the State Department of Mental Health, who visited Malden at our request to make a study of

Our girls turn out cakes that look and taste good. (Girls' Center-High School)

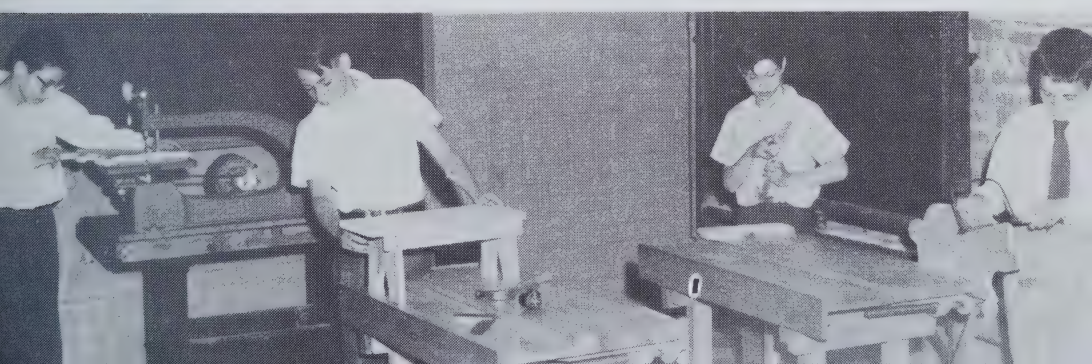
A Dutch unit and play stimulate interest in art and develop language skills.

Products of skill and earnest work.

their capabilities and needs. After a diagnosis had been completed, parents were interviewed and advised of their potentialities of their children. Reports and recommendations were also submitted to this Department. For these children who formerly were confined to their homes and in many cases were a source of constant care to the mother, school has become a loving home where they are socially accepted by their classmates and an understanding teacher who does not dwell on their limitations but who is aware of their potentialities and develops them to their fullest extent.

In addition to these two classes, there are four primary, three intermediate, and two secondary classes in our Department. The Girls Center at the High School, sometimes called the Homemaking Class, is now composed of two classes—one of girls from eleven to fourteen years of age, and the other of older girls. Two teachers instruct these girls, one teaching the academic subjects and the other household arts. Much of the reading, language, and arithmetic is taught through a correlation of these skills with homemaking projects, giving the pupils practical learning experiences. This year our girls participated in a community project by raising $50 through serving luncheons to raise money for the new Educational Television Channel. These and several other luncheons held during the year were planned, prepared, and served by the members of the group. During National Education Week, parents and school personnel were entertained at an Open House Coffee Hour. Such occasions provide an opportunity for the girls to acquire poise in the social contacts involved in greeting, serving, and entertaining their guests. They develop self-confidence and a feeling of personal worth, deriving pleasure from their successful experiences in fruitful daily living.

Shop work offers practical training and appeals to every boy's constructive interests.



Education For The Physically Handicapped

Present-day philosophy for educating physically-handicapped children in the public schools can be summed up in one of the articles from The Creed for Exceptional Children:[1]

> "We believe that the nation as a whole, every state and county, every city and hamlet, and every citizen has an obligation to help in bringing to fruition in this generation the ideal of a full and useful life for every exceptional child in accordance with his capacity: the child who is handicapped by defects of speech, of sight, or of hearing, the child whose life may be adversely influenced by a crippling disease or condition, the child whose adjustment to society is made difficult by emotional or mental disorders, and the child who is endowed with special gifts of mind and spirit."

We are making a serious effort to meet the above philosophy. Our annual census of physically-handicapped children of school age either attending school, receiving home instruction, or attending special schools or hospitals is 570 this year. With very-few exceptions these children are receiving home instruction or attending regular school with special services and special adjustment. These include 67 from Grades One through Twelve receiving home instruction; 150, speech therapy; 38, hearing conservation; 6, Braille instruction; and 15, special curricula adjustment and guidance.

Home instruction gives to a child who is ill a reasonable guarantee that his educational flow will be uninterrupted. Four full-time, experienced, and specially-trained teachers staff this department.

---

[1] Mayo, Leonard, *Creed for Exceptional Children,* Department of Health, Education, and Welfare, Office of Education, United States Printing Office, Washington 25, D. C., 1955.

Below left: *Girls from the Homemakers Class wrap gifts for the Kiwanis Annual Christmas Party for physically handicapped children.*

Below right: *Despite a year's absence from school, this girl will graduate from junior high school through the help of home instruction.*

Above left: *Speech errors are corrected by a specially-trained speech therapist.*
Above right: *Blind children explore the world by feeling of a raised globe.*

Children with speech defects were efficiently helped this year by the services of three speech teachers. Individual help was given regularly in the majority of cases. Many defects were completely eliminated.

Our hearing-conservation program, which consists of lip-reading and auditory training for the hard-of-hearing continues to be a great help to those handicapped children whose loss of hearing would make school progress extremely difficult without the compensating skills and techniques that our hearing therapist is able to give them. Two profoundly-deaf childen are continuing to make steady school progress with the help of lip-reading, auditory training, and special tutoring. It is a satisfaction to know that we are able to help such children that they may lead a comparatively-normal school life rather than be institutionalized.

At our Emerson School the center for blind children, established by the Massachusetts Department of Education last year, is having its second successful year. Much credit must go to the principal and classroom teachers for this success. Scholastically, these blind children are competing successfully with the so-called "normal children" in the regular classrooms. Here again there is great satisfaction in saving these children from institutional life.

For our children less-physically-handicapped visually, placement in the Medford Sight Saving Class, use of large type books, and preferential classroom seating alleviate their educational problems.

The director welcomes the opportunity to help the parents of all physically-handicapped children solve their educational problems.

The department is grateful to the Malden Kiwanis Club for its annual Christmas Party; to the Italian-American Veterans for their many parties, gifts, and room decorations which they have given to the blind children at the Emerson School; and to The Malden Lions Club for its continued interest and generosity.

Children like to march!

Elementary Physical Education

Our physical-education program provides real rewards which with proper guidance served to encourage sportsmanship, co-operation, sociability, self-control leadership, and many other qualities of character and democratic citizenship.

The physical-education class provides opportunity to discuss character-education theory and furnishes a laboratory to put character education into practice. We develop character much more readily by living it than we do by hearing about what should be done and what should not be done. Opportunities to give and take, to obey, and to co-operate are numerous.

School children need some joyous excitement and will have it. Activity can substitute for dissipation and delinquency by giving youngsters something interesting to do. Free-time, once spent on playgrounds, on hikes, in gymnasiums, or in other areas of physical activity, is used up and hence cannot be spent in some unfavorable environment.

Vigorous sports are enjoyed by both girls and boys.

Competition is always keen.

A large share of a child's living deals with the basic physical skills. He must learn these fundamental skills or suffer in his social group.

With the completion of the new Linden School with its adequate gymnasium, a full schedule of physical-education classes was instituted for all grades. After school hours a program of basketball and kickball was initiated in the gym for all boys in grades five and six of the Linden School and the older boys in the special-education classes.

The children at the center for the blind and the mentally-trainable classes were included in the program. These children have done remarkably well in physical activities. Their happy faces and spontaneous outbursts of enthusiasm gave us objective evidence of succcess in this new experience.

During the past year a rapid growth and expansion in the physical-education department was accomplished. Through the assignment of Miss Letty Russo to this department, closer supervision and added opportunity for participation was made possible on the primary level and in the girls' program of physical education.

Elementary children enjoy square-dancing.

Browne Junior High School holds career night for ninth-graders and their parents.

Guidance and Counseling

Guidance should be thought of as an organized service designed to give systematic aid to pupils in making adjustments to the various types of problems which they must meet: vocational, educational, health, moral, civic, and personal.

Through the use of a cumulative record starting in the first grade and continuing through grade twelve, all information necessary to an intelligent understanding of the child is available to all school officials and teachers who have contact with him.

At the elementary level, guidance is aimed primarily at helping a child adjust to his present activities and prepare for his future school experiences. Teaching and guidance are so closely interwoven that guidance is related to every aspect of school experience.

Group-guidance classes are taught by full-time counselors in the junior high schools and help your child to adjust to any school situation and to discover the present requirements and skills needed in different occupa-

Lincoln Junior High students visit local bank as part of the group guidance program.

Dean of girls discusses health problems of high-school girls with school nurse.

tional fields. Career conferences aided by outside consultants were conducted for the benefit of ninth-graders and their parents in fields of vocational interests selected by them. Outside tours to local industries continue to be a part of the vocational program. Much emphasis is placed on individual counseling in educational selections.

On the high-school level individual counseling with both parents and pupils is a major part of the program, and much use is made of specialized services in the school system. Many group conferences are carried out throughout the year. The services of Boston University for educational and vocational testing were used again for the junior class; monthly conferences dealing with schools and vocations led by experts in their fields were arranged for and presented through the co-operation of Northeastern University.

Opportunities for veterans and older young people who wish to secure high-school credits are available in the Evening School, and many adults are being counseled and helped to secure their high-school diplomas or equivalents.

A program of student-counseling and job-placement is also offered in the Evening School.

The high-school counselor confers with representative of State Rehabilitation on educational and vocational aid for high-school pupils.

High school pupils are often given batteries of tests alone to fit their particular needs.

Our Testing Program

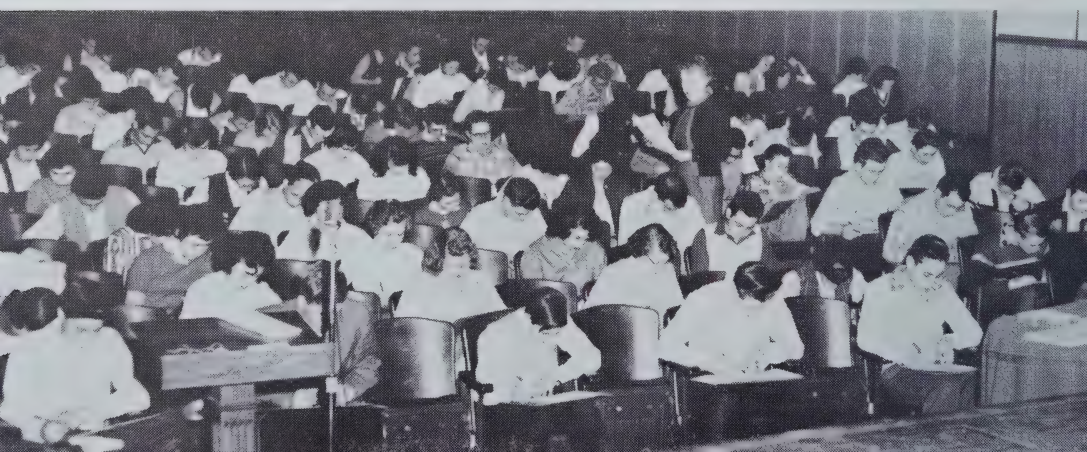
It has been said, "A test for the pupil is a mirror for the teacher." With the implications of these words in mind, the Department of Testing makes available to teachers, principals, and guidance personnel information concerning each individual pupil based on his performance on standardized tests. While some aspects of individuality are apparent from the pupil's outward appearance and past performance, other basic elements which make one pupil differ from another are too-well concealed; thus the teacher turns to standardized tests much as the doctor turns to a thermometer or laboratory tests, or others use a yardstick or ruler for a greater degree of impersonal accuracy.

These tests, a record of which follows each pupil on his cumulative-record card throughout his school career in Malden, are administered at planned intervals and cover five areas:

1. Intelligence — to what extent a child *can* learn, or what is his general ability.
2. Achievement — how much a child *has* learned, his academic growth, or in what areas he reveals strength or weakness.
3. Interest — an inventory of which areas appeal most to his particular personality and abilities.
4. Aptitude — a measure of information to a greater understanding of the individual's capacities and limitations as they may relate to possibilities of success in various fields of endeavor.
5. Personality — a measure of the variety of traits, habits, and attitudes inherent in the individual make-up of a child.

Starting with the premise that by knowing a pupil's potential ability (or intelligence), we can better know what and how to teach him, all pupils

At grade 10 many decisions concerning future vocational and educational plans must be considered — a knowledge of the pupil's basic ability helps the guidance personnel.



Selection of the pupils in the Major Work Classes depends much on test results and a careful record is kept each year of their academic progress.

receive tests of mental ability at least four times in their twelve years of schooling.

Achievement tests are given in the basic subjects of reading and arithmetic in the first two grades; these are then expanded to include language and spelling as they progress into the higher grades. Vocational-interest inventories, aptitude tests, and tests in special subjects are given when the need arises as decisions concerning the pupil's future educational or vocational goals must be determined in junior and senior high school.

In addition to this city-wide program, many cases arise where specially-selected batteries or individual tests are administered to aid in the most-effective guidance for individual growth. Last year over 125 pupils were considered individually by the Department, not including many referrals based on results of group tests which were made to other departments which offer special services.

Individual differences among boys and girls can not easily be identified by observation alone. To find out what the pupil brings to the learning situation, how far he may be expected to go, what direction he should take, and what difficulties he may encounter, observation must be supplemented by more-searching and objective techniques. We endeavor to make use of the new methods of analysis and appraisal; namely, standardized tests, which have been developed to assist in understanding the child and planning a program of instruction adapted to his abilities and interests that he may achieve to his maximum.

A test of mechanical ability helps these boys plan for the future.

Our School System As A Whole

Fifty years ago Malden schools had two levels of instruction: the elementary with *nine* grades and the secondary with *four*.

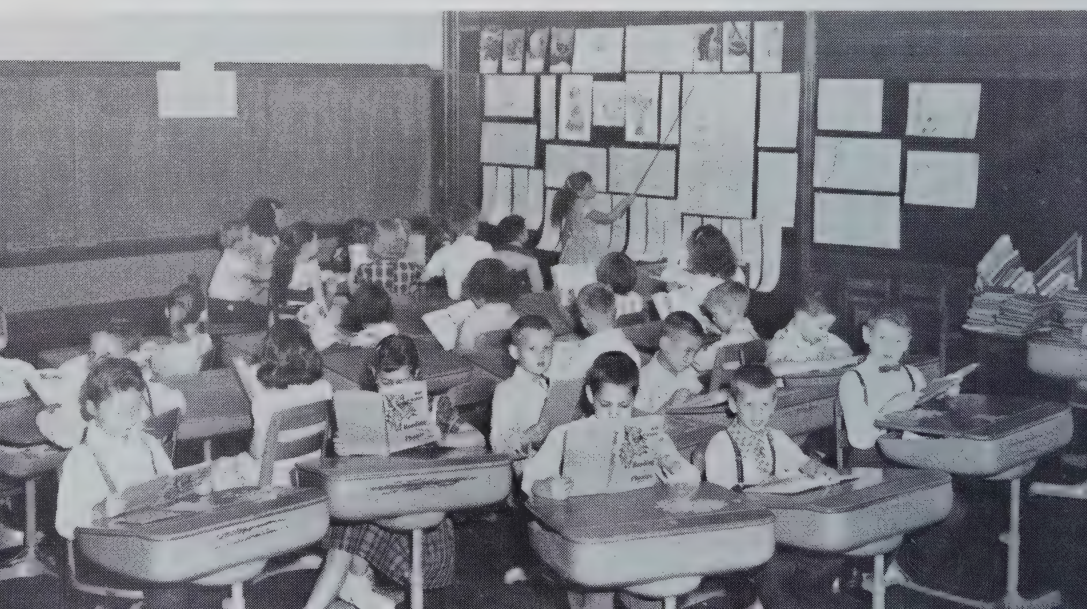
Thirty years ago conditions in the educational world were changing; attempts were being made throughout the country to gear the instruction in the schools to the needs of *all* of those in attendance and not merely to those planning to attend college.

As a result of such attempts the junior high school came into being; and in that process the years of attendance in the elementary school were reduced from nine to six; the junior high schools took on grades 7 and 8 from the elementary school, and grade 9 from the high school, leaving the latter with only three grades (10, 11 and 12). In the overall revision of organization school systems nationally dropped one year of required attendance by redistributing the subject-matter formerly taught over a period of thirteen years so that it could be completed in twelve years.

So far as Malden's school's were concerned, they moved along from the Twenties on a three-level plan until the Second World War. Then the need of the country for hundreds of thousands of skilled mechanics, both men and women, forced Malden and hundreds of other cities to provide specific vocational education on a round-the-clock basis. It was decided to continue the vocational-education program after the War as an integral part of the school system.

The foregoing pages have shown you with pictures and descriptions many of the special phases or facets of the school system. They are all very necessary if we are going to furnish an education to our boys and girls that will enable them to compete *successfully* with boys and girls educated in nearby cities and towns as well as in cities and towns throughout the nation.

The reading period is always looked forward to.



Learning to speak well is a valuable asset.

In all of the fields depicted you may take comfort that *your* schools are doing outstanding work — work that will compare most favorably with that done in any other school system.

We must never lose sight of the fact that today's schools are being operated on the theory that they must educate *all* of the children of *all* of the people. That means the mentally-handicapped and the physically-handicapped (the blind, the deaf, the crippled), as well as those who are fortunate enough to have no impediments to normal learning. Our efforts to meet the challenge of giving the best education to *all* our boys and girls are materially aided by the inestimable help given by the various service clubs of the city and by the local parent-teacher groups.

No school system can, however, maintain an unchanging or inflexible program of studies; it must be kept up to date. We are doing this by continual review of our courses of study and by revising them whenever and wherever revision is indicated as desirable. Already the elementary Arithmetic, Language Arts, Science, and Social Studies courses have undergone complete revision as well as the junior-high Mathematics course. Others on the junior-high and senior-high levels will similarly undergo review and revision.

Parents and citizens generally should know that for years our school system has provided in-service seminars with college credit to teachers taking them; these seminars have covered a wide range of pertinent educational fields. The one scheduled for beginning in early October, 1956, will deal with Juvenile Delinquency and will be taught by the nationally-known Professor William C. Kvaraceus, of Boston University. The one begun in October, 1955, dealt with the identification of problem children or those needing special types of education.

Each September, just before the schools reopen, all *new* elementary teachers meet with the Directors of Art, Music, Reading, and Health Education for a 3-day workshop in those branches, so that they are well-versed in our teaching requirements before schools open again.

The Vocational High School

With the surge in mechanical and automatic equipment for manufacturing, comfort, transportation, and science, there has been a greater demand for vocationally-trained personnel. This has resulted in a *new look* for course-content on the secondary level of Vocational Education.

Because of the growing importance of trade and technical training necessary for industry, there is a marked concern among junior-high-school students and their parents for information pertaining to vocational high school opportunities.

Inasmuch as there is a state law that provides that the citizen of Massachusetts is entitled to Vocational Education in any vocational school in the Commonwealth if the city or town of residence does not provide the trade desired, the City of Malden is required to pay the tuition and transportation of the student to the school offering the trade, provided the applicant meets the necessary requirements for admission.

The City of Malden does provide a Vocational High School which endeavors to meet the needs of some of the citizens and industries of the community. However, until we acquire larger and more-suitable quarters, we shall be confined to four trades: automotive repair, electrical, machine, and sheet metal.

Each trade has two phases of instruction: related technical study and applied shop. In addition to the required vocational subjects, a student must take and complete the regular academic subjects necessary for a high-school diploma.

Due to the requirement of accuracy and the necessary subject-content involved in these courses, we are required to spend 20 per cent more time in school than the conventional high school; and there are no study periods.

Placement of graduates in employment has been excellent for the past three years, and we regret that there are not enough graduates to meet the needs of industry at this time.

The vocationally-trained young man is one who gains his earning power at a faster rate than others. He has learned democracy through study and application by the very nature of his shop association and conduct. His habits of industry have been learned at an early age which for the most part reflects strongly upon the development of maturity. His social graces have been promoted and nurtured by virtue of extra-curricular activities, including sports, field trips, and socials, in addition to music appreciation, student organization, and supervisory experience through performance as shop foreman. In short, he is a potential foreman in his field as well as a respected citizen in his community.

Some of the activities and happenings for the 1955 calendar year were:

1. Award for scholastic achievement earned by Robert Doyle, of the Machine Department.
2. Senior Banquet at the Kernwood Restaurant.
3. Annual Football Dance.
4. Christmas Party.
5. Annual Valentine Dance.
6. Co-champions in Basketball.
7. Tour of Massachusetts Institute of Technology.
8. Field trip through shops of Navy Yard.
9. Several outside projects.
10. Attendance at first Motorama in Boston.
11. School Outing at Canobie Lake.
12. Champions in Baseball.
13. Development and manufacture of finger-touch level for blind tradesmen and blind hobbyists.
14. Award for outstanding athlete of year, won by Robert Blundell, of the Machine Department.

Designing and making clothes the economical way, in a congenial environment.

The Central Evening School

For adults who would remain active in mind and young of heart, the learning of new things, the acquiring of useful knowledge, the practice of new skills, and the gaining of new interests, are absolute essentials. In a congenial atmosphere of classroom fellowship and under the direction of expert instructors, Central Evening School offers such opportunities to the people of Malden and vicinity.

The Central Evening School program of courses offers to adults wide and varied opportunities. Occasion is available for adult persons to complete a grammar-school education in classes with persons of their own age. In co-operation with the State Department of Education and the Principal of the Senior High School, two courses may be completed yearly to gain a secondary-school education. Prospective students in hospital schools of nursing may complete valuable work in Bio-Chemistry. For entrance into or improvement in the business or industrial world, adults may learn or improve their skills as typists, stenographers, bookkeepers, accountants, business-machine operators, mechanical and machine draftsmen, commercial artists, and textile designers.

To provide for worthy use of leisure time, adults may bring in their own projects to classes in Freehand Drawing, Sewing, and Woodworking, and complete them under the direction of trained instructors. Courses are also offered in Beginning, Advanced, and Instructional First Aid, Speech Improvement, Law For the Layman, Conversational French, Income Tax, and Lip Reading.

Having a lot of satisfaction making what they want to make, the right way.

Small classes make learning quick and easy.

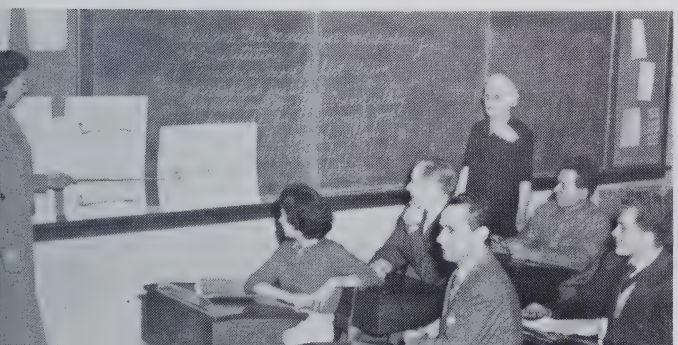
Adult Civic Education

The Adult Civic Education Department has been directed by the Commonwealth of Massachusetts to conduct classes teaching adults over eighteen years of age basic English and citizenship. Basic English includes a working vocabulary of some eight hundred words most commonly used. Citizenship preparation teaches American History and Civics in a simplified form. Both courses are designed to prepare the foreign-born to fit comfortably into an American neighborhood. Final success comes when the Federal Naturalization Examination at the Immigration Office in Boston is passed, and the new citizen is sworn in.

Our local classes are conducted by certified teachers throughout the school-year in the High School on Monday, Wednesday, and Friday afternoons from two to four in Room 16. These classes are scheduled for persons who have free time during the day. For those who are working days, an evening program is conducted from October until April at the High School and Lincoln Junior High on Tuesday and Thursday evenings. Tuition is free to all Malden residents. Students from the neighboring cities and towns of Melrose, Saugus, and Wakefield are admitted; and their respective towns pay the tuition, half of which is reimbursed by the Commonwealth at the end of the year.

New arrivals in the classes will usually find a dozen different nationalities represented with an age-grouping from young war brides to senior citizens. Individual work is stressed, and the studies are paced to the student's ability. Amazing progress has been made by many students, and an enthusiastic spirit is apparent to all who visit the classes.

While it is preferable that a friend accompany the new student to the first class, arrangements can be made by telephone by calling MA 2-3620 and asking for the Director.



Prospective citizens study the Constitution.

COMPARISON OF THE BUDGETS FOR 1954 AND 1955

	1954	*1955*
Instruction	$1,582,012	$1,689,043
Operation	198,117	212,466
General Control	40,331	43,288
Maintenance of Plant	25,608	41,530
Auxiliary Services	28,457	33,971
Miscellaneous	9,000	9,000
Adult Civic Education	3,933	4,055
High School Athletics	8,582	8,870
Linden Cafeteria		2,600
Total, exclusive of Vocational Education	$1,896,040	$2,044,823
*Vocational Education	64,380	74,538
Total Appropriation	$1,960,420	$2,119,361

*Partial reimbursement from the Commonwealth of Massachusetts is received by the city for the total expenditure made for Vocational Education.

MEMBERSHIP IN ALL PUBLIC SCHOOLS

October 1, 1955

AGES	GRADES																	
	I	*II*	*III*	*IV*	*V*	*VI*	*VII*	*VIII*	*IX*	*X*	*XI*	*XII*	*P.G.*	*Spec.*	*J.H.S. Centers*	*Home Students*	*Kinder-garten*	*Total*
4																	81	81
5	171																364	535
6	**522**	241	2											1		3	1	770
7	37	**524**	194	1										12		3		771
8	1	48	**554**	275	5									12				895
9		4	75	**443**	203	2								11		4		742
10		1	7	77	**302**	190	22							20		2		621
11		1		17	62	**329**	234							9		1		653
12					15	71	**383**	210						13		1		693
13					1	18	63	**385**	153					9	2	1		632
14						2	18	94	**328**	160	1			6	8	1		618
15						1	1	23	121	**328**	126	1		6	15	2		624
16								1	22	90	**256**	140			4	1		514
17									2	22	75	**250**	2		2			353
18									1	3	12	55	**4**	1				76
19											1	7						8
20										1			1					2
21										1	1		1					3
TOTAL	731	819	832	813	588	613	721	713	627	605	472	453	8	100	31	19	446	8591
TOTAL—1954	868	869	851	615	635	700	749	606	613	555	515	466	7	91	32	26	159	8357
No. Underage	171	241	196	276	208	192	256	210	153	160	127	141	2	0	0	0	81	2414
No. Normal Age	522	524	554	443	302	329	383	385	328	328	256	250	4	0	0	18	364	4990
No. Overage	38	54	82	94	78	92	82	118	146	117	89	62	2	100	31	1	1	1187
% Underage	23.4	29.4	23.6	33.9	35.4	31.3	35.5	29.5	24.4	26.4	26.9	31.1	25.0	0.0	0.0	0.0	18.2	28.1
% Normal Age	71.4	64.0	66.6	54.5	51.4	53.8	53.1	54.0	52.3	54.2	54.2	55.2	50.0	0.0	0.0	94.7	81.6	58.1
% Overage	5.2	6.6	9.8	11.6	13.2	15.9	11.4	16.5	23.3	19.4	18.9	13.7	25.0	0.0	0.0	5.3	0.2	13.8

NUMBER OF PUPILS TAKING THE DIFFERENT STUDIES IN MALDEN HIGH SCHOOL, DECEMBER 1955

Subject	*10*		*11*		*12*		*Total*		*Grand Total*
	B	G	B	G	B	G	B	G	
Accounting	—	—	—	—	7	26	7	26	33
Aeronautics	—	—	—	—	69	—	69	—	69
Algebra 1	34	12	25	3	12	1	71	16	87
Algebra 2	11	1	54	70	16	1	81	72	153
Band	16	13	11	11	4	10	31	34	65
Biology	42	39	1	—	24	75	67	114	181
Blue & Gold	—	—	6	15	4	11	10	26	36
Bookkeeping	7	114	8	59	1	2	16	175	191
Chemistry	—	—	70	82	3	9	73	91	164
Commercial Geography	7	110	—	—	—	—	7	110	117
Domestic Arts	—	78	—	43	—	44	—	165	165
Electricity & Mechanics	—	—	22	—	6	—	28	—	28
Elem. Music Theory	—	—	4	1	3	3	7	4	11
English	234	309	214	275	215	197	663	781	1444
Freehand Drawing	4	13	5	11	2	16	11	40	51
French	63	65	59	74	27	49	149	188	337
Gen. Business Practice	—	—	30	43	14	14	44	57	101
General Mathematics	73	23	5	—	11	6	89	29	118
German	17	12	24	11	23	7	64	30	94
Health	—	—	12	49	11	21	23	70	93
History (anc. & med.)	152	117	12	8	1	1	165	126	291
History (mod. &. Eur.	2	—	135	118	15	18	152	136	288
History (U. S.)	—	—	29	70	133	152	162	222	384
Latin	53	76	19	53	25	35	97	164	261
Law & Economics	—	—	—	—	21	49	21	49	70
Maldonian	—	—	6	32	10	17	16	49	65
Manual Training	33	—	24	—	16	—	73	—	73
Mechanical Drawing	35	—	10	—	8	—	53	—	53
Meteorology	1	—	31	7	21	10	53	17	70
Music Appreciation	—	—	6	11	21	28	27	39	66
Office Practice	—	—	—	—	1	78	1	78	79
Orchestra	6	7	7	2	1	6	14	15	29
Physical Education	227	290	130	125	126	132	483	547	1030
Physics	—	—	—	—	92	5	92	5	97
Plane Geometry	87	80	23	7	16	5	126	92	218
Printing	23	—	10	—	4	—	37	—	37
Radio	—	—	—	—	9	—	9	—	9
Review Mathematics	—	—	—	—	18	3	18	3	21
Science (Intermediate)	60	17	4	4	1	8	65	29	94
Solid Geometry	—	—	—	—	42	1	42	1	43
Stenography	15	198	2	91	—	102	17	391	408
Trigonometry	—	—	—	—	42	1	42	1	43
Typewriting	15	198	2	91	—	102	17	391	408
Type "A"	—	—	1	20	1	2	2	22	24
Type "B"	—	—	—	—	1	12	1	12	13
Type (Personal)	9	25	—	—	—	3	9	28	37

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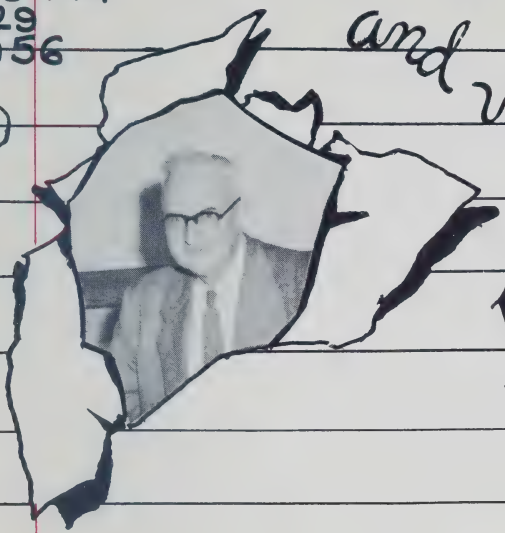
THE MALDEN PUBLIC SCHOOLS

and what they are doing



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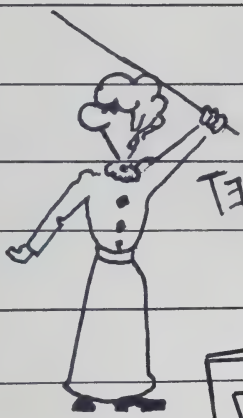

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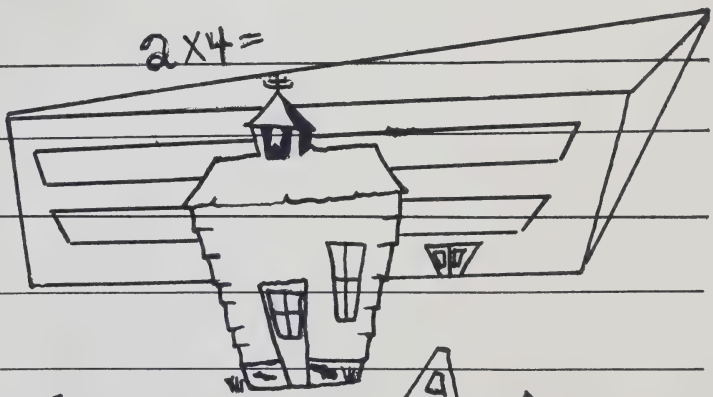

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These are your schools individually depicted for the annual report of 1956 by direction of the Superintendent of the Malden Public Schools.

Report Committee

Mr. James A. Booth, *Chairman*
Miss Laura M. Pearl
Miss Muriel I. Swimm
Miss Charlotte Danoff
Dr. Mary E. Spencer
Miss Nathalie J. Thompson

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Report of the Chairman of the School Committee

To His Honor, the Mayor and
Members of the City Council:

Like 1955 the year 1956 saw continued growth in our school system.

One step taken by the School Committee was the change in minimum salary for beginning teachers with no experience from $2600 to $3100, effective July 1, 1956. Another step raising the maximums of teachers from $4200 to $4900 became effective on July 1, 1956, also, with the proviso that on January 1, 1957, there would be a new maximum of $5100.

The construction of the new Forestdale School got underway, to replace the old Ayers School; and the cornerstone was laid with appropriate ceremonies on November 16.

The destruction by fire of one of the elementary wings of the Lincoln Junior High School on Thursday evening, March 29, threw a heavy load of administrative reorganization of the elementary classes on the staff there. We were obliged to put the sixteen elementary classes on a double shift, which will have to remain in force until construction of the 17-room replacement is completed. At the present moment it looks as though such construction will not be completed before April 1, 1958.

The compulsion for the immediate replacement of the Lincoln wing threw out of consideration a very-urgently-needed addition to the Daniels Schools. Plans for such an addition had been under scrutiny by both the School Committee and the School Building Committee, but the cost of rebuilding the Lincoln wing had to take precedence over the cost of the proposed addition. We earnestly hope that the year 1957 will see a firm commitment made for the Daniels addition, with erection promptly begun.

This year also marks the 10th anniversary of the coming to Malden of our Superintendent of Schools, Dr. Chester W. Holmes. His zeal and intensity of purpose have seldom been matched in any school system and have directly resulted in the complete revision of the courses of study offered, new functional buildings, and a higher standard of scholastic achievement.

The faculty of the High School was saddened early in the year by the deaths of two teachers of long service: Miss Carrie M. Darling, head of the department of stenography and typing; and Mr. Robert Blair, teacher of chemistry and physics. They were strong teachers in their respective fields, and their passing will leave its mark.

To the other members of the School Committee and to the administrative staff for their help throughout the year as well as to members of the executive and legislative branches of the City Government for their support, I offer sincere thanks.

Respectfully submitted,
Arthur J. Breslin, Jr.
Chairman of the School Committee

December 31, 1956

Annual Report of the Superintendent of Schools

To the School Committee and the Citizens of Malden:

The year 1956 brought construction and destruction developments to the school system. The replacement of the Ayers School by the new Forestdale School — a 17-room structure with an auditorium and gymnasium-cafeterial — was begun in June, and the cornerstone was laid with appropriate ceremonies on November 19. It is expected that it will be ready for occupancy by September, 1957.

On March 29, in midevening, one of the elementary wings of the Lincoln Junior High School burned and had to be considered a total loss — academically as well as structurally. An appropriation to begin construction of a slightly-larger building (18 classrooms), to include a large multipurpose room with cafeteria, was made; and it is expected that construction will be begun in February, 1957.

On July 1, the new minimum of $3100 and the new maximum of $4900 became effective, with a still-higher maximum of $5100 to go into effect on January 1, 1957. Even with these substantial increases we are able to stand still only by running hard; in short, the increases merely matched or even fell slightly behind what other metropolitan communities, both large and small, are offering prospective teachers. We are not even in the van but tend to place toward the rear of the procession.

Demand for elementary classrooms has precluded the return of the major-work classes to an elementary school from the High School, where they are now housed. No immediate relief is in sight. The three classes seem to be happy, however; and their education goes on apace.

Parents and other visitors are always welcome to visit our schools at any time. We believe visits will be both highly interesting and informative.

The school system was saddened in the early part of the year by the deaths of two high-school teachers, Miss Carrie M. Darling, head of the stenography and typewriting department, and Robert Blair, a teacher of chemistry and physics. Both had served ably many years, and their passing has left its heavy impact.

Chester W. Holmes
Superintendent of Schools

December 31, 1956

Ayers School

Boys and girls in the Ayers School gain experiences that will enable them to live constructively in a democratic society. Our methods of study and modes of school life involve sharing, helping, co-operative planning, and joint acting, thus laying the foundation for democratic behavior throughout life.

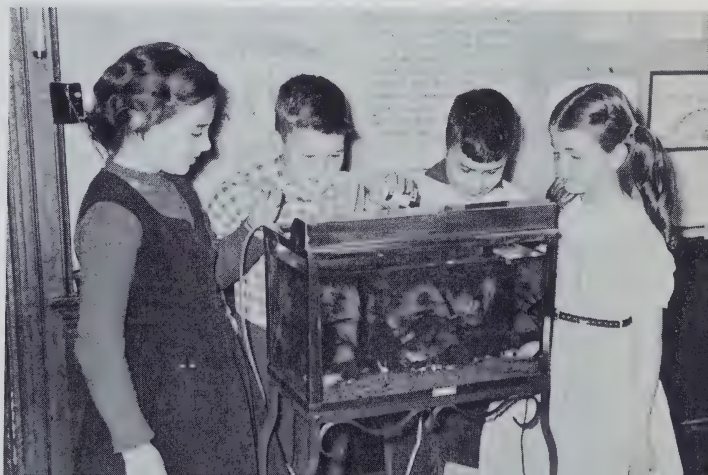
The mutual respect of teachers and pupils in the Ayers School provides a healthy atmosphere for experiences which lead our young children to practice individual self-control and cooperation with others in daily living.

The new Forestdale School, planned to replace this one, will greatly improve the educational opportunities of the Ayers School children and will also provide them with an environment conducive to maximum learning.

Happy play activities help first-graders build reading vocabularies.

Traveling is certainly great fun! We are wondering what new kind of transportation there will be when we grow up.

Twentieth century belles and beaux re-live a dance of long ago.



Science comes to life for third-grade biologists.

Beebe Junior High School

Although reading, writing, arithmetic, foreign languages, social studies, and health instruction are not easily portrayed by action pictures, they are still the basic subjects of study and promotion in any modern junior high school. In addition to these, the school offers, for pupil choice, manual and domestic arts, typing, languages, and the fine arts. These four pupil groups photographed at the Beebe Junior High School were selected to represent three different fields — fine arts, commercial, and cultural.

The fine arts courses provide channels of expression in vocal and instrumental music, drawing, painting, paper maché, modeling, sculpturing, and decorating.

Typing is offered in few junior high schools as much as in Malden — three periods per week in grade 8, five in grade 9. Many of our students can copy 50 or 60 words per minute at graduation time. It is one of the most practiced of the digital skills.

The Beebe library is our main reference source, our cultural center, and our guidance headquarters. Books are one of our greatest aids in both individual and group guidance. Beebe's plan for correlation of library and guidance is unique among junior high schools and has proved its effectiveness in very definite results for many years.

Fine arts classes develop creativeness and the appreciation of beauty and design.

Flying fingers!
An invaluable skill is acquired at the point where it will prove most useful.

Here they come! The Beebe band on parade.

The library — chief source of knowledge and guidance.

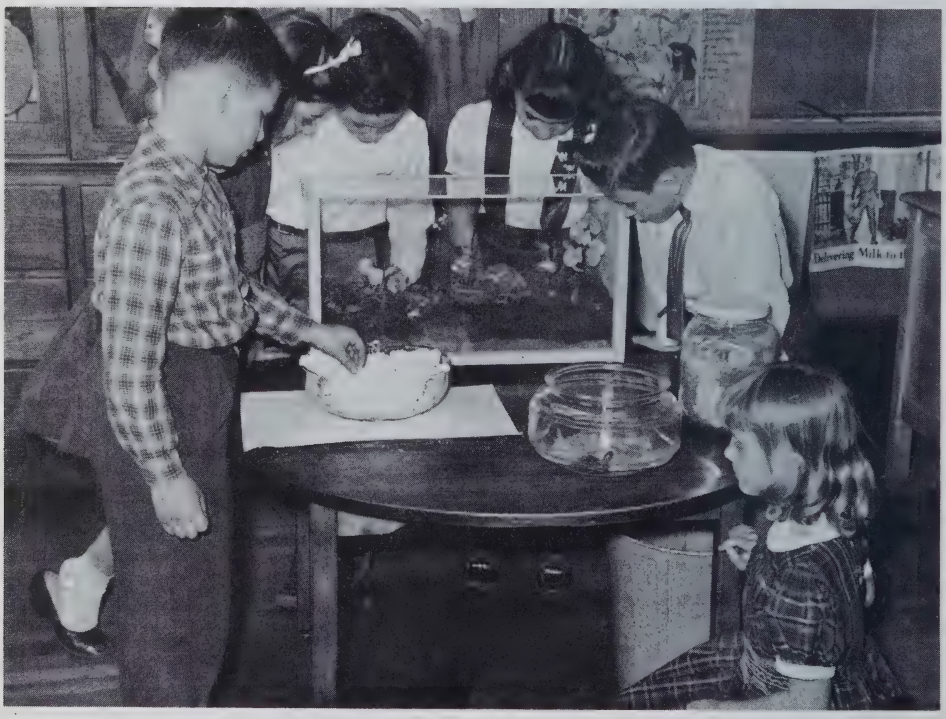
Belmont School

Over 600 pupils come daily to the Belmont School where a staff of 20 faculty members is on hand to teach not only the 3 R's but many other equally important subjects.

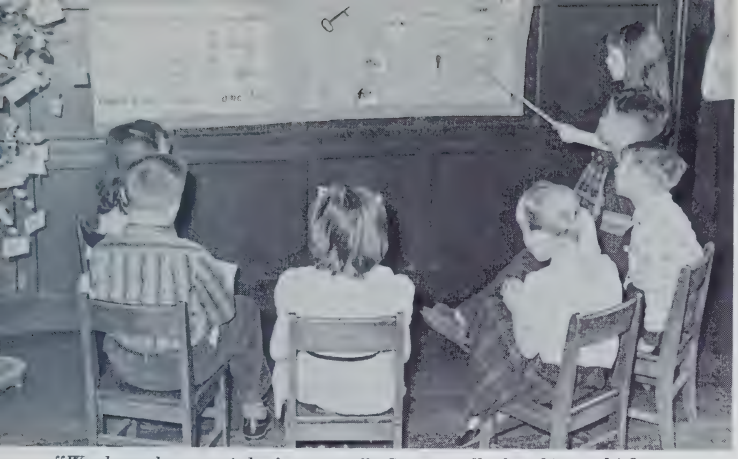
Alert pupils benefit from well-taught lessons, meaningful projects and activities, and an active school life. Modern methods of teaching are aided by an excellent visual aids program, an assembly program, and field trips to give our children a full and rich education.

A reading demonstration for all first grade teachers of the city was given in this building this year.

Open House programs have been held during the year for parents and visitors, and an active Parent Teachers Association has helped to bring about full cooperation between home and school.



Mutual curiosity!
Intent third-graders learn to observe, the first stage in all scientific study.



"Words are keys to wisdom's treasure." Can you tell what this word is? Ability to recognize words at sight is one of the many phases of reading.

Present address — North Pole! Our igloo will be warm and cozy when it is finished. The study of geography makes for interesting committee work.

Free expression enables today's child to interpret his own thoughts, feelings, and attitudes in his own way.

Browne Junior High School
and
Browne Elementary School

Believing that skills, ideas, and right attitudes are the chief aims of education, the teachers of the Browne Schools have in various ways throughout the year worked toward these ends.

Such activities as letter writing, presenting reports, sharing experiences, and reviewing books have characterized the study of the lanuguage arts.

Interest in geography and history has been intensified by crises in world affairs so that social studies have had current value.

Units dealing with income tax forms and with school savings have given practical applications of our mathematics.

In a world dominated by science pupils have been stimulated to carry on projects of a research type.

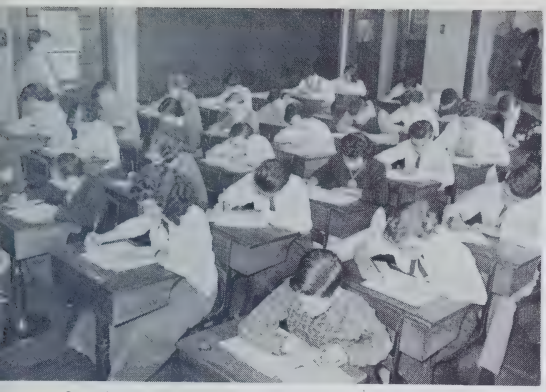
Most important, encouragement and counsel have been given to all pupils by teachers aware of the value of guidance in these transition years.

In both junior high and elementary schools we are mindful of Daniel Webster's words:

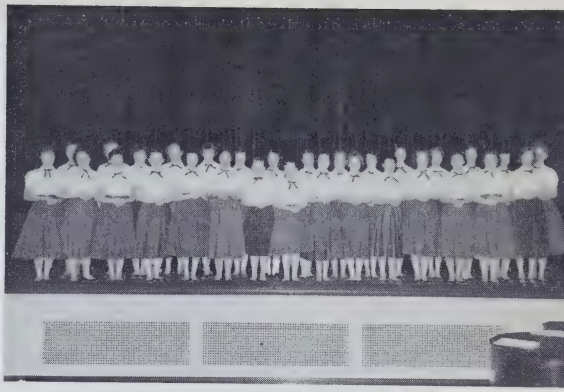
"If we work upon marble, it will perish
If we work upon brass, time will efface it;
If we rear temples, they will crumble into dust;
But if we work upon immortal souls,
If we imbue them with principles,
With the just fear of God and love of fellow men,
We engrave on these tablets something which will
brighten all eternity."

What the smart junior miss will be wearing this spring.

Skill and precision in wood-working lead to future jobs or worthwhile hobbies.



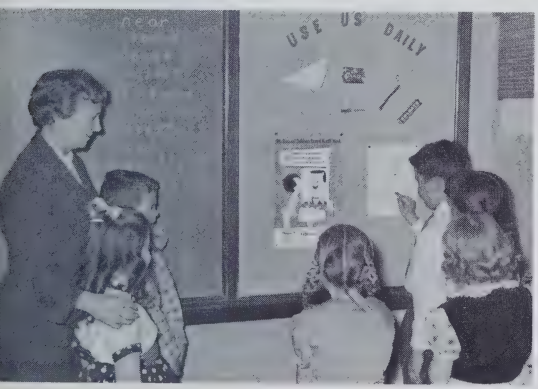
Standardized tests provide a valuable measure of ability and achievement.



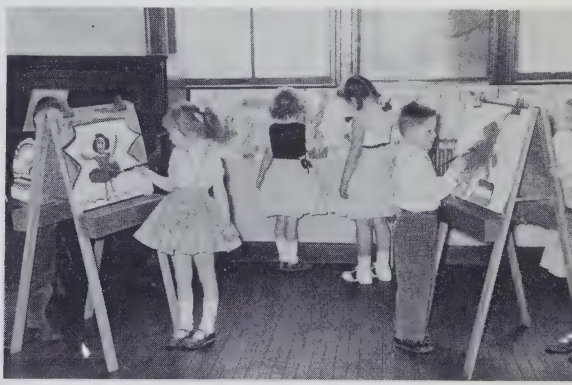
The proud thrill of the final concert is reward enough for long hours of rehearsal.

"B-e-ll." We are blending sounds to form words. Phonics plays a fundamental role in our reading and spelling work.

Pinwheels turn; boats skim the waves; even the kites take to the sky when the breeze is fair in Grade 1. We are learning all about the air around us.



checkmark for Richard today. Daily inspection helps us grow to clean, healthy boys and girls.



Tomorrow's artists in the making.

Daniels School

The activities carried through in the Daniels School are as varied as the interests of the children. Each one promotes the development of the children and accomplishes aims desirable for the grade level.

Learning can be fun — especially when it is accomplished by activities planned, developed, and carried out by the children under the guiding hand of the teacher. In the pictures you see activities of the first three grades and one group of our Special Education Department.

How important the purchasing of a quart of milk becomes to a first-grader who has been working on "Dairy Farming." He now knows how and why it got from the farm to the market.

Safety rules come to light when a replica of the school district is made and each second-grader uses a doll representing himself to explain the safety rules he observes coming and going to school.

New delightful experiences await third-graders participating in using swiss bells, tone bells, and autoharp. This activity stimulates interest in music, develops rhythm sense, provides excellent ear training, and leads to original class compositions.

Using the electric jig saw in the Special Education class is the reward of the child who hasdeveloped eye-hand coordination and has become proficient in the knowledge and use of hand tools. Power tools involve additional responsibilities which these students must be capable of accepting.

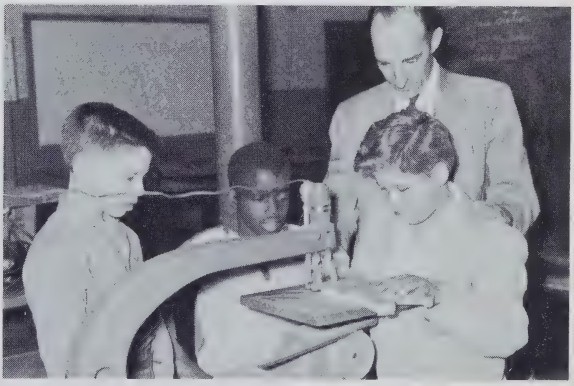
All ready for the down beat!
In our rhythm band we express our happy feelings and begin to experience the joy of shared musical expression.

This is our whole neighborhood.
Can you see our school?
We are learning to get there safely
by seeing just where to cross the streets.

We like to visit
Farmer Brown's dairy farm.

We like his milk, too.
We know a lot about it now.

Every boy likes to build.
Teacher guides us carefully
as we learn to use power tools
correctly and safely.



Emerson School

The four accompanying pictures were selected from projects being carried on in the primary grades at Emerson School.

The science unit on "The Wind" was carried on by pupils of the first grade during the month of March. The purpose of this unit was to make the children aware of the great ocean of air about them and to arouse their interest in the good and bad effects of the wind or "moving air" on their living conditions.

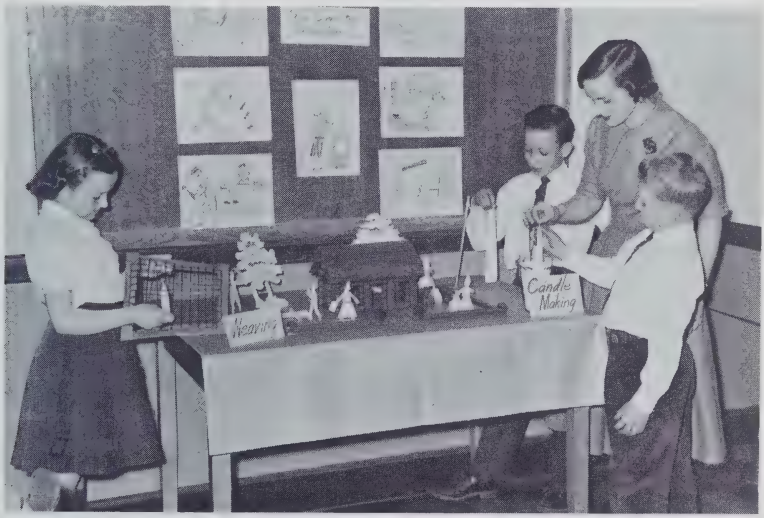
The unit "Our Food Carriers" was the work of second-grade pupils. The project enabled the children to become better acquainted with the many types of vehicles which are used as food carriers. Special emphasis was placed on the effects that these foods have on the health and well being of the children.

"The Early Days of Our Community" was a project in a third grade. The children had studied the present-day community of Malden and its schools, churches, factories, fire and police departments, and other public facilities. Their attention was directed through this project toward the Eastern Woodland Indians and then toward the early settlers of the land in and near what is now called Malden. Working on this project, the children relived through the media of arts and crafts some of the experiences of the first settlers of Malden by making candles, weaving cloth, churning butter, posting fences, and building replicas of the early settlers' homes.

The fourth picture, "Number Concept Through Tactual Experience," was taken in the braille classroom. It exemplifies in part the pains-taking method of instruction in arithmetic received by all pupils. The blind children here need and are given the same basic educational program as their sighted classmates. In this picture the number fact, $2 + 1 = 3$, is being learned in a meaningful situation. One of the first graders is passing one block to a classmate who already holds two blocks in her hands. Thus the abstract addition fact is made concrete and becomes more significant to the child.

The wind is moving air! These first-graders discover the wonderful world about them by taking part in such simple experiments as these.

Our food comes to us in many ways. Second-graders know that the right foods make healthy bodies and clear minds.



Then came the white men!
Third-graders in the age of nylon and fluorescence try to imagine what it was like to live in the days of homespun and candlelight.

Sightless children in the Braille Class gain an understanding of numbers with the aid of blocks .

Faulkner School

Living and learning at the Faulkner School have innumerable facets, only a few of which can be portrayed here. To be sure, the program of the elementary school emphasizes the 3 R's; nevertheless, the cultural, social, spiritual, and aesthetic aspects of the child's growth and development also play an important role in the curriculum.

In developing a unit on "The Common Cold" the children used gelatin as the medium in which to culture common cold bacteria. Viewing these living microbes proved a rare and exciting experience for young people who looked through a microscope for the first time in their lives. Science combined with health aids in developing a "scientific approach" to intelligent and healthful habits of living.

Social studies start in the kindergarten where five-year olds are curious to know how children live in countries other than their own. The colorful customs and culture of picturesque Holland especially intrigued these Lilliputians.

Arithmetic *is* fun for children when they know what they are doing, when they can see what is happening, when it makes sense to them. Children remember and understand processes with fractions far better when manipulation and visualization are a part of the learning process than if abstract procedures alone are presented.

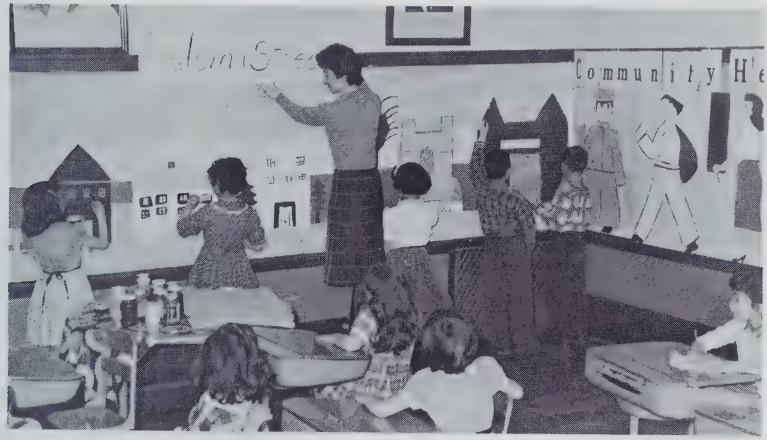
The "Community Helpes" unit affords children an opportunity to study the work done by community workers policeman, fireman, mailman, grocer, doctor, nurse, teacher, and librarian. The children sometimes visit with these people to gain a better understanding of their contribution to society. All subjects — reading, language, arts, writing, arithmetic, music, and art are correlated in developing this unit.

The classroom library is augmented by the excellent mobile-library service provided by the Malden Public Library. During the free reading period library science is practiced; a librarian is in charge; books are borrowed and returned in the same manner as in any public library. Books by the world's greatest children's authors — classical and modern — stimulate the desire to read and provide for each child's personal enrichment.

Microorganisms on parade — a first glimpse into a miniature world unseen by the naked eye.

Tap-Tap go the wooden sabots! On with the dance!

Fractions can be fascinating if they are meaningful.



"No man is an island unto himself."

Tales tall and small. Library period with free reading appeals to all.

Glenwood School

At the Glenwood School the building and facilities are old, most of them dating back to 1898, but the curriculum and educational program are modern and the teachers young at heart.

A high level of success is attained in the basic school matter as shown by standard achievement tests, while the growth of each child in height, weight, vision, hearing, and general health is checked periodically under the watchful eyes of the teachers and the school nurse.

Accompanying photographs show that, in addition to the 3 R's, pupils have a variety of enjoyable and instructive experiences. Folk dancing enlivens the recess period for fifth-graders when the weather does not permit outdoor recreation. Both boys and girls have organized "teams," playing in a "league," to put vim and vitality into their outdoor exercises. Health, long accepted as the number one aim of education, is taught and practiced from the earliest grades. The natural desire of every child for self-expression in the dramatic, if not also the musical, side of life finds abundant opportunity to develop as well.

M–m–m! It's good!
We relish the wholesome food which makes us healthy. Eating together at lunch time helps us learn good social behavior, too.

Who's winning? Two teams match their skill while others impatiently wait their turn at volley ball.

Calypso comes to Glenwood.

All hands in a circle and once around!
Who cares if the rain comes down, when recess time is such fun inside?

Leonard School

The pupils, teachers, and parents of the Leonard School have worked together to make the past year one of harmonious and real progress. The boys and girls have been trained by their teachers to meet and solve today's problems so that they will be better able to cope with the problems of the future. In this work they have enjoyed the full cooperation of the parents. The pictures show a variety of typical educational activities.

The toy orchestra is a wonderful introduction to music appreciation. Besides teaching a recognition of rhythm in music it encourages self expression in the child, trains his memory, and stimulates his imagination.

Kndergarten children enjoy clay modeling of their pets, animals they see in the zoo, and Easter bunnies and baskets.

First grade children at the Leonard School compare the way children and plants grow. Here they plant the seeds and tend the seedlings as they watch their development.

The tachistoscope has many uses in the classroom. Here some second grade children are learning basic reading words. The tachistoscope has proved invaluable in word recognition drill, spelling, and arithmetic computation drill.

The children enjoy and appreciate good reading. The classroom library stimulates interest and enjoyment while providing knowledge and research material in the curriculum subject matter.

Children square dance every Friday and enjoy an hour of sociability.

Seeds are thirsty, too.
First grade children at the Leonard School compare the way children and plants grow. Here they learn that all living things need water.

All eyes on the baton!

Having fun at the end of a busy week.

The tachistoscope has many uses in the classroom.

I have to concentrate extra hard on this lamb.

"There is no frigate like a book
To bear us worlds away."

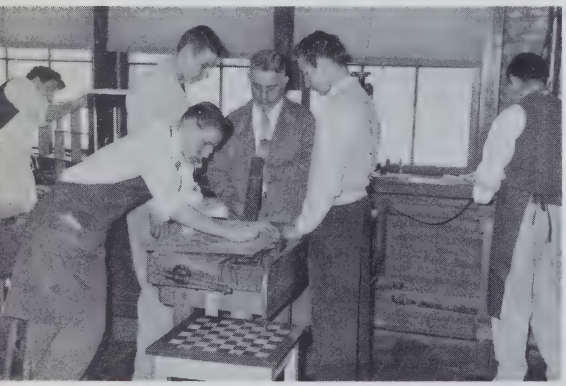
Lincoln Junior High School

Since there are so many activities which form the program of a modern junior high school and which should be of interest to parents and the public at large, it is difficult to limit the choice of pictures for this report.

Our selection this year includes views of our curtailed shop program, an eighth-grade science class, a group in the health study course, and our Student Council in action. All of these are typical of student participation at Lincoln Junior High School whether it be of an academic or of an extra-curricular nature.

The Student Council meeting is a model of democracy in action.

Student experiments and projects help prepare boys and girls for a world which requires ever-increasing scientific knowledge and understanding.



The manual arts program is popular with the boys, who produce many attractive and useful articles in their wood-working shop.

Boys and girls are encouraged to have a continuing awareness of the importance of health in their every-day life.

Lincoln Elementary School

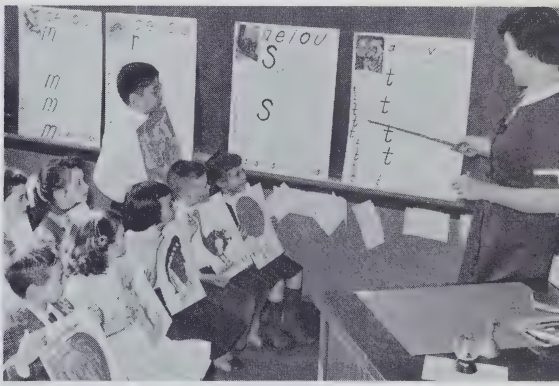
Despite the disastrous fire that destroyed half of the Lincoln Elementary School on March 29, 1956, the teachers and pupils are carrying on the regular school program under very difficult conditions.

The illustrations here show how in Grade 1, by stressing phonics, the children are introduced to the initial reading stage in which they are taught to read silently and orally, and to sound out most new words. In Grade 3 we approach denominate number work through the actual handling of the units of measure. To improve themselves musically and in the spoken word, the youngsters of Grade 4 experience the fascination of the recording machine. The Faulkner Branch Library affords the children of Grade 6 the opportunity of developing library skills in the selection of books, under the guidance of the librarian and their teacher, for research, reference, or enjoyment.

How many quarts in a gallon? Let's find out.

We can hardly wait to hear how we sound!

Card index, catalogues, and encyclopedias aid us in locating materials for our daily studies.



All year long we have been practicing our phonics. Now we can sound out almost any word at all.

Linden School

Since the opening of the new Linden School in September, 1954, its extraordinary magnetism as an up-to-date elementary school has drawn visitors from as far north as Prince Edward Island, as far south as Cuba, and as far west as Hawaii. These guests have varied in their professions and occupations to the same degree that they have varied in their geographical environments. There have come the principal, the plumber, and the teacher; the professor, the plasterer, and the preacher — each anxious to study a well-planned, well-built, and well equipped school of today. Without exception, these visitors have found, in the new Linden School, what they have been looking for.

From the kindergarten, where the child achieves a happy adjustment to school; through the early elementary grades, where he begins to make use of all the important tool subjects; to the later elementary grades when his experiences widen, the pupil at Linden finds school the center of interesting and maturing activities.

"Our Father which art in Heaven —" Morning devotions are broadcast to the listening school.

Young citizens honor a great president whose immortal words have shaped our destinies.

The major work class tours Europe and experiences the universal joy of "dressing up."

The study of flowers serves to combine many learning experiences for these fifth-graders.

Who says a first-grader can't carry his own tray?

The Linden School cafeteria provides hot, well-balanced meals under careful supervision.

Maplewood School

In endeavoring to meet the mental, social, emotional, moral, and spiritual needs of the children of the Maplewood School we try to set up units of study that grow out of the spontaneous interest manifested by the children during their study of the subject matter areas found in the course of study for the grade.

In the third grade, "Travel-Yesterday and Today" grew out of the study of the ways man has developed for getting from place to place. The gradual improvement in travel from the time when people used only animals to the latest scientific means of this Jet Era proved valuable to the class.

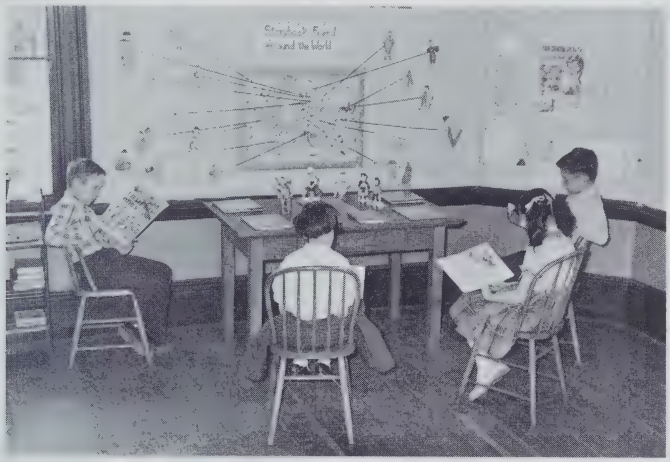
To enrich the reading program in Grade 4, books about children of other lands were added to the class library. As each story was read, the locale was found on the world map and the principal character was drawn. We found out that, despite the oceans between us, all children have many characteristics in common. This study proved to be an excellent means of correlating reading with our social studies.

The importance of good penmanship and zone numbers for letterwriting was learned through the children's discovery of other Maldens. Each Malden, including the mother town of Maldon, England, and Malden Island in the Pacific, was located on the maps of the World Atlas. Letters from the pupils of Grade 5 to the postmasters of each of the eight Maldens have produced a valuable project in letterwriting, penmanship, and social studies. Malden, Missouri, emphasized that many letters for Malden 48, Massachusetts, are missent to Malden, Missouri, because the zone number was omitted.

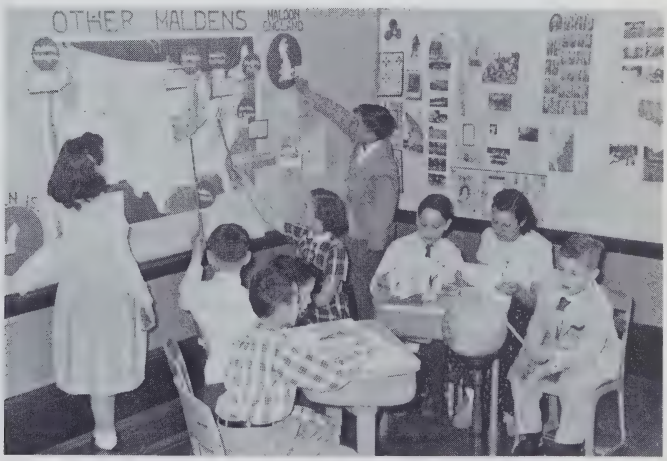
Life in Ancient Egypt furnished a valuable study in contrasts between the past and the present. Interest was aroused in developments in the Middle East. The sixth-graders made use of radio and television, as well as the daily newspapers and *My Weekly Reader*, to enliven their discussion about this troubled area as it exists today.

Yesterday the burning desert; tomorrow the reaches of outer space? Here is the fascinating story of man's modes of travel in his expanding world pictured by third-grade students.

Sixth-graders study the land of Egypt: its ancient glories and the problems of its present.



A quiet visit with new friends in other lands.



Here are the other Maldens in the world. They are far more than dots on the map to us now.

Pierce School

Our elementary schools teach reading, writing, and arithmetic as well as science, health, music, art, social studies, language, and physical education. However, because of the increase in depth and scope in the field of knowledge, it is often necessary to correlate the various subjects.

All children are interested in a farm, but comparatively few Malden children have an opportunity to experience living on a farm where milk is actually produced. Making a play farm in the classroom provides entertainment for the children and at the same time teaches the value of milk for growth; the by-products of milk; cleanliness in food preparation; and proper eating habits. Work on this project correlates very efficiently with language arts and drawing, and helps build a vocabulary for a reading background.

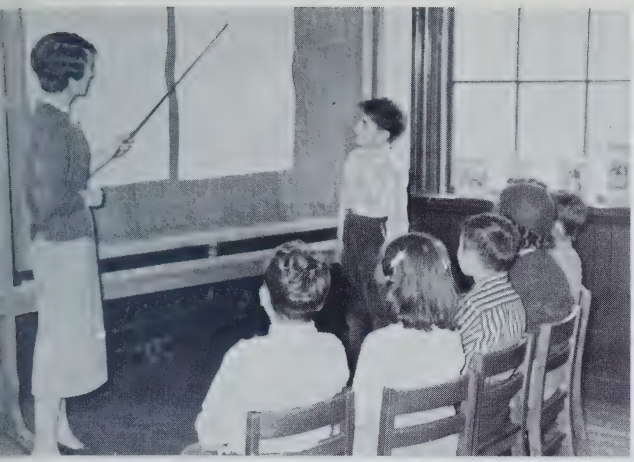
All children are interested in how the boys and girls in other countries live. Holland is usually an intriguing subject for any class because of its quaint customs and unusual costumes. Children especially like learning that many of their own activities, such as ice skating, are also very much a part of the lives of Dutch boys and girls.

In reading, children are taught to attack unfamiliar words intelligently, using phonetic analysis, content clues, and pictures. They are encouraged to read and to develop discrimination in their choice of reading materials.

Three reading groups in every school room take care of the different levels of ability so that each pupil reads at his own rate and thus has a feeling of success rather than one of frustration.

"All work and no play makes Jack a dull boy." Malden provides special teachers in the field of Physical Education in the elementary schools. Group activities help to promote poise, character, and the ability to adjust to others.

In Grade 2 we have visited Holland this year. We are just putting the finishing touches on our drawings of what we saw there.



A Grade 3 reading group, selected according to ability, has daily word drill.

This is our dairy farm. See our fine herd of cows? Now we know just where our milk comes from.

Future All-Americans put in hard practice.

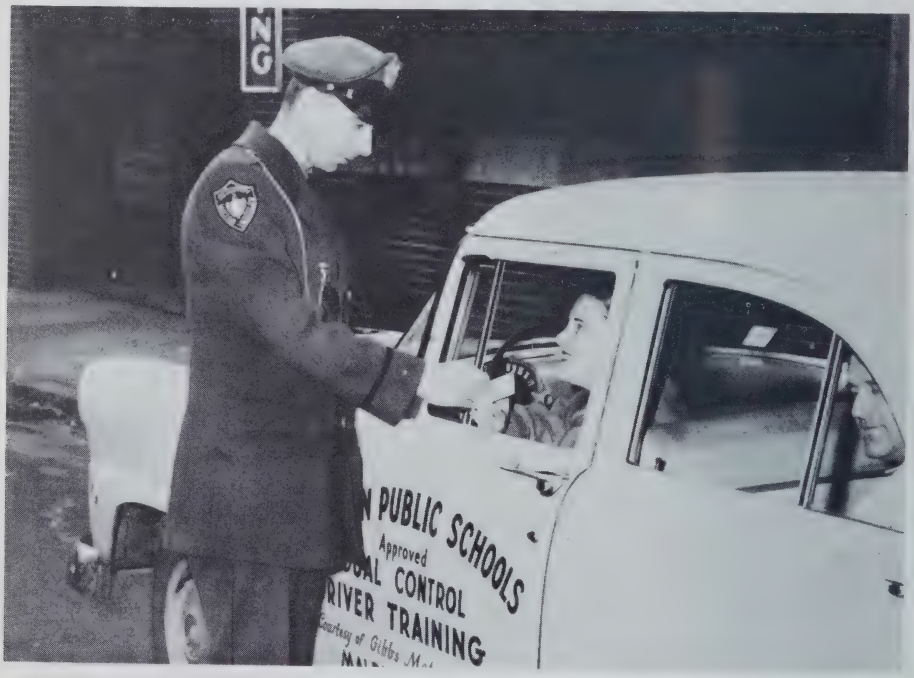
Malden Senior High School

It is said that a single picture is worth a thousand words. The pictures which illustrate the activities of the senior high school are indicative of a very small part of our comprehensive program.

We offer in the school five programs of studies: the College Preparatory "A" and "B", the Scientific, the Commercial, and the General. In so far as possible, these programs are tailored to meet the individual needs of the student. College requirements are met, and the determining factor of entrance is the work which College Preparatory students do in our school. Our Commercial Course prepares our students fo positions in the business world, and the General Course is rich with opportunities for those interested in art, food and clothing, drafting, industrial arts, and some opportunity for work in the Commercial Department. In other words, we have for our students a comprehensive program.

To supplement the classroom work, we have a program of outside activities so that each student may participate in the activity of his interest. All of these activities are supervised by interested members of the faculty, and the knowledge gained by the student who participates in these activities has a tremendous educational value.

We are ever seeking new ways to increase our service to the students of the city.



A competent drive-training course student proudly receives her license.
Driver-education classes for seniors bring to an all-important climax the safety education program begun when they entered the first grade.

Our American Heritage is made more significant to United States history students by the help of many visual aids.

Here a class studies our country's emblem, the American Eagle.

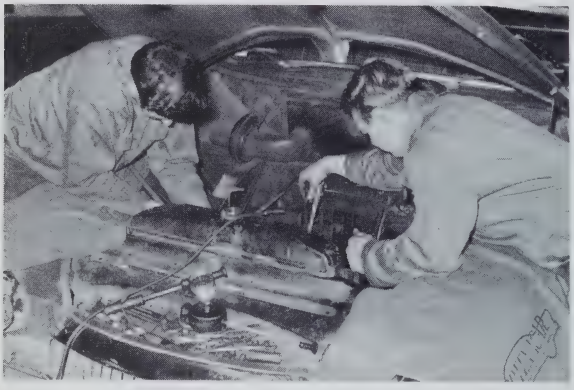
A knowledge of advanced mathematics has become a matter of increasingly vital importance in the world today.

Track, both indoor and outdoor, is a major sport at Malden High School. Teams are entered with outstanding success in both regional and national competition.

The Malden High School Weather Bureau prepares a daily report for the Malden News.

Malden Vocational High School

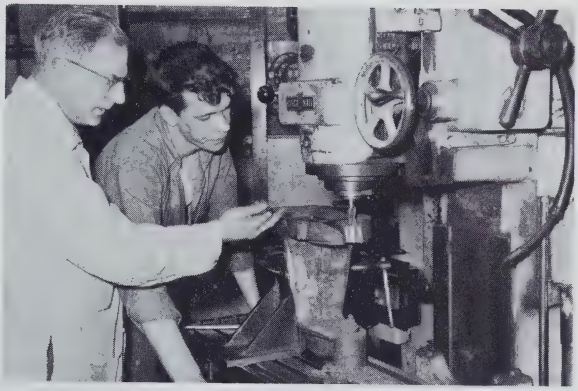
The vocationally-trained young man is one who gains his earning power at a faster rate and earlier point in life than most others. He has developed an appreciation of democracy through study and application by the very nature of his shop association and conduct. His habits of industry have been learned at an early age, which for the most part reflects strongly upon the development of maturity. His social graces have been promoted and nurtured by virtue of extra-curricular activities, including sports, field trips, and socials, in addition to music appreciation, student organization, and supervisory experience through performance as shop foreman. In short, he is a potential foreman in his field and a respected citizen in his community as well.



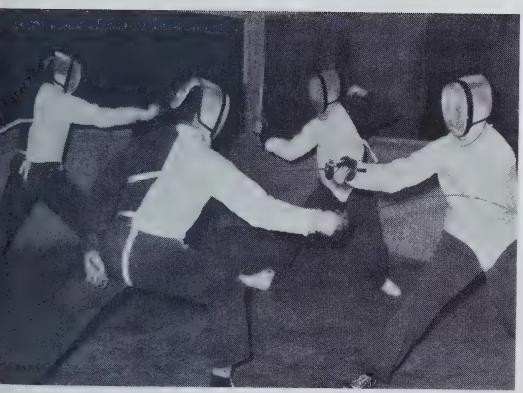
Auto Shop — Boys doing a valve job on 1951 Nash "600".

Fabrication of home bread-mixers. A lost product in a lost art.

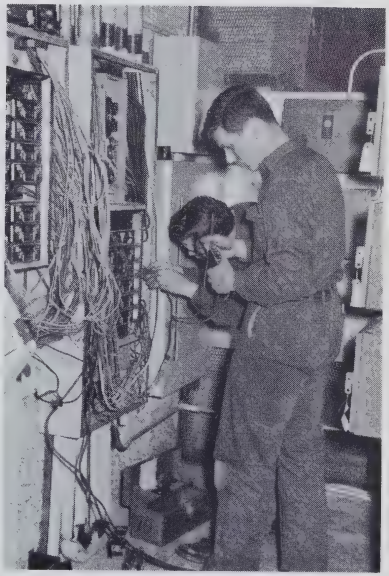
Sheet metal pattern drafting — a sophomore project.



Vertical milling on an arbor press base.



Fencing practice. The only high school fencing team in the State.



Testing lines for new installation — of reversing magnetic controllers.

Central Evening School

Many adults leave school to learn money-making skills or to serve their country before they have been able to gain a good education. For such persons, Central Evening School offers opportunity to complete an elementary education with a diploma or to gain a high school education in cooperation with the State Department of Education and the headmaster of the senior high school. At present eight full credit courses are offered in high school subjects, which include bio-chemistry for prospective students in schools of nursing.

Many adults have acquired a breadth of outlook, but need to learn or improve marketable skills. In Central Evening School such persons may gain proficiency as typists, stenographers, accountants, business-machine operators, draftsmen, commercial artists, and textile designers.

For many adults there is the problem of how to make worthy use of leisure time. Classes in art, sewing, and woodworking are available at Central Evening School to meet this need. To aid the Civil Defense Program and groups needing this instruction, all branches of first aid are taught; and for the prospective traveler there is a course in conversational French. People are aided in the income tax class to make out their tax forms and in the class in law for laymen to understand legal matters. In the courses in speech improvement and public speaking, confidence, poise, and mastery of the English language are improved; and the class in lip-reading assists the hard-of-hearing.

All classes offer the advantages of small groups with individual attention under expert guidance and direction.

Discussing the legal angles in a class in Law for the Layman.

The safe and practical way to "Do-it-yourself" in a woodworking class.

Learning to speak correctly and fluently before an audience in the public-speaking class.

Experiencing the satisfaction of expressing creative ideas in an art class.

Studying for an elementary school diploma in a grade instruction class.

Increasing earning power by achieving accuracy and speed in typing.

Adult Civic Education

Local residents who have foreign-born relations or friends can help them greatly by suggesting that they begin training for American citizenship.

The first step is to get into contact with the Director of Adult Civic Education at Malden High School (MA 2-3620) for information as to the time and location of the citizenship and English classes. Then the sponsor should bring the foreign-born person to the first call and, if necessary, return again with him. With a little encouragement from time to time during the course the foreign-born respond quickly to teaching which is keyed to the individual student.

Classes are held during the afternoons throughout the year in Room 16 at the Malden High School. Housewives and older persons find these hours quite convenient. For working people evening classes are held during the fall and winter both at Malden High School and Lincoln Junior High School.

Certificates are granted all who complete the course. Students who graduate usually have no trouble passing the Federal Citizenship examinations held in Boston.

1957 Adult Civic Education Class visits City Hall.

Superintendent, Administrators and Directors

City of Malden, Massachusetts

SCHOOL ORGANIZATION CHART

THE SCHOOL COMMITTEE

THE SUPERINTENDENT OF PUBLIC SCHOOLS

Administrative Asst. to Supt.

THE SUPERINTENDENT'S TECHNICAL STAFF — DIRECTORS OF

Art Attend. Guidance Health* Music* Physically Handicapped* Phys. Ed.* Testing Special Ed.

Consultants to all Principals and Teachers

2 SENIOR HIGH SCHOOLS

THE ACADEMIC HIGH SCHOOL	THE VOCATIONAL HIGH SCHOOL
Headmaster or Principal 69 Teachers; 1 Counselor 1483 Students 1 Clerk	Principal 10 Teachers 123 Students 1 Clerk

Grades 10, 11, 12 — Ages Approximately 15-18

3 JUNIOR HIGH SCHOOLS

BEEBE JUNIOR HIGH SCHOOL	BROWNE JUNIOR HIGH SCHOOL	LINCOLN JUNIOR HIGH SCHOOL
Principal; Assistant Principal 29 Teachers; 1 Counselor 728 Students 1 Clerk	Principal; Assistant Principal 26 Teachers; 1 Counselor 646 Students 1 Clerk	Principal; Assistant Principal 31 Teachers; 1 Counselor 718 Students 1 Clerk

Grades 7, 8, 9 — Ages Approximately 12-15

14 ELEMENTARY SCHOOLS OR UNITS

AYERS	BEEBE	BELMONT	BROWNE	DANIELS	EMERSON	FAULKNER
Principal 8 Teachers 193 Pupils	Principal 2 Teachers 67 Pupils	Principal 19 Teachers 613 Pupils	Principal 5 Teachers 123 Pupils	Principal 23 Teachers 626 Pupils	Principal 13 Teachers 321 Pupils	Principal 17 Teachers 532 Pupils
GLENWOOD	**LEONARD**	**LINCOLN**	**LINDEN**	**MAPLEWOOD**	**PIERCE**	**STADIUM**
Principal 14 Teachers 381 Pupils	Principal 10 Teachers 292 Pupils	Principal 17 Teachers 513 Pupils	Principal Asst. Prin. 23 Teachers 826 Pupils 1 Clerk	Principal 14 Teachers 439 Pupils	Teaching Princ. 3 Teachers 126 Pupils	1 Teachers 9 Pupils

K and Grades 1-6 incl. — Ages Approximately 5-12

*and staff

379.744
M29
1957

City of Malden

Massachusetts

ANNUAL REPORT OF THE

SCHOOL DEPARTMENT

1957

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1957

REPORT OF THE SCHOOL COMMITTEE

To His Honor, the Mayor, and Members of the City Council:

Throughout the year 1957, the Malden School Committee concentrated on maintaining and improving the fine standard of education which has been traditional throughout the history of the city.

A major step taken to maintain the standard of teaching in the Malden schools, and to continue attracting the finest teaching prospects, was the change in the salary range from $3300 to $5100, to a new schedule of $3500 to $5600, with the proviso that a maximum of $5400 be paid in 1958, and a maximum of $5600 in 1959. The change placed Malden $200 above the state minimum.

A highlight of the year was the dedication of the Forestdale School on December 22. The 17-room structure, also including an auditorium and combination gymnasium-cafeteria, was built to replace the Ayers School. Pupils entered the Forestdale School in September.

Other major additions to the physical plant of the school system undertaken during 1957 were the construction of a 17-room addition at the Lincoln Elemntary School, also including a multipurpose room for auditorium, gymnasium, or cafeteria use, anticipated for completion by April, 1958, as a replacement for the wing at the Lincoln destroyed by fire, and a seven-room addition at the Daniels School, also to include a multipurpose room.

The completion of these two additions will bring to four the number of elementary schools in Malden with excellent facilities for participation in the state-aided hot lunch program, and will also increase the number of elementary schools which will have facilities for a full physical-education program.

In an effort to develop the administration of the School Department in a manner as economically sound as possible, as a benefit to the taxpayers, and in a manner as educationally sound as possible, as a benefit to the children of the city, the School Committee offered full cooperation to a survey of the business administration of the School Department, proposed by the 1957 City Council, and awarded on contract by that body to Economic Development Associates. The report on the survey was scheduled for issuance early in 1958.

With the desire to keep abreast of the latest trends in education, the School Committee voted to have Malden schools join with those of thirty-eight other communities in a wide area around Boston participating in an experimental program to bring televised programs into the classrooms.

Funds were included in the 1958 school budget, voted by the School Committee in December, to provide two TV sets, at schools at opposite ends of the city, in order to study the desirability of the program. The program will be presented on a weekly basis, at first, over WGBH-TV, Channel 2. It is being sponsored by the participating school systems under the supervision of an advisory board of the Massachusetts Department of Education.

The right of cities and towns to participate in such a program, scheduled to begin in March, 1958, was established by the 1957 session of the State Legislature. Each participating community is assessed twenty-five cents for each pupil enrolled in order to finance the presentation of these telecasts. We look forward to the success of this program, not as a replacement for teachers but as a program of visual experience which will be complimentary to regular classroom instruction.

An historic event during the year was the advent of a disease in epidemic proportions labeled Asian Flu. A program of voluntary inoculations against the disease, in order to avoid mass absenteeism by School Department personnel, was offered to the personnel through the cooperation of the Board of Health.

Due to the outstanding success of the school-adjustment counselor in solving the personal and psychological problems of many school children whose classroom accomplishments were not in keeping with their real abilities, the School Committee voted to employ an assistant to the school-adjustment counselor in order to fill the increasing number of requests for such help. The major portion of the salaries for these posts is paid by the state.

In conclusion, I would like to offer my sincere thanks to my fellow members of the School Committee and to the administrative staff of the School Department for their help and cooperation during my term as Chairman of the School Committee; and I would also like to express my appreciation to the executive and legislative branches of the City Government for their support.

Respectfully submitted,

(Mrs.) BERTHA LEVENSON GORDON,
Chairman of the School Committee

December 31, 1957

REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the School Committee of Malden:

I present herewith my Twelfth Report as Superintendent of Schools and the ninety-first in the series of annual reports by Superintendents of Schools in Malden.

The year 1957 was not momentous but did bring with it a number of problems. Before taking up these problems, I should like to pay tribute to those members of our personnel who retired during the year. They were:

Esther Beckwith—teacher of Physical Education for girls at the Beebe Junior High School, June 30, 1957.

Marion Gillis—teacher of Latin in the High School, June 30, 1957.

William J. Dempsey—teacher of First Aid and Safety for boys, June 30, 1957.

Timothy Buckley—Senior Building Custodian at the Browne Junior High School, January 1, 1957.

Carl Blomerth—Junior Building Custodian at the Browne Junior High School, January 31, 1957.

The citizens owe a great debt of gratitude to these personnel whose contributions to the growth and development of the youth of this city could not be bought at any price.

We were all saddened by the death of Mrs. Zelma Goldberg, a teacher of Grade Five at the Faulkner School on April 20, 1957, as the result of a long illness. Although Mrs. Goldberg had joined our staff in September, 1956, she was highly thought of by her colleagues and by her pupils; and Malden has lost a teacher who would have been a most-valuable asset to our staff.

The rate of increase in pupil enrollment continues slow but steady. All but three of our elementary schools (Glenwood, Maplewood, and Pierce) now have kindergartens with both morning and afternoon sessions. The time is not discernible when any one of those three will have kindergartens. Each of those buildings has every classroom taken and no relief in sight.

Construction on the new wing of the Lincoln Junior High School is going on apace; and it is now a fair presumption that it will be ready for occupancy by the last of April, 1958, two years and a month after the destruction by fire of the old wing. The new wing will house both junior-high and elementary pupils and will have in it a kindergarten, a health-

education room, a boys' workshop, and an art room, in addition to the regular classrooms. There will also be a multipurpose room containing a cafeteria-kitchen and provisions for an auditorium. The school nurse will have a room in this building; and the principal of the combined elementary and junior-high school will have his office in the new wing, too.

For five years the question of an addition to the Daniels School has been bandied back and forth between the School Committee and the City Government. The latter has not chosen to accept fully the School Committee's recommendations during these years; but both have now finally got together, and construction will begin early in 1958 on a seven-room addition to the Daniels School—said addition to include a kindergarten, six regular classrooms, a multipurpose room with a cafeteria-kitchen, an office for the principal, and a teachers' room. This construction will enable us to give up the two rooms which we have used in the Community House in the so-called Bryant Street Housing Project as well as the basement rooms in the main building.

During the summer the City Council insisted upon a survey of the manner in which the business part of the School Department is being conducted. Although the School Committee sought to have the City Council present it with a bill of particulars indicating the basis of the need for such a survey, none-such was forthcoming; and the City Council appointed a Boston firm known as Economic Development Associates, Incorporated, under the immediate direction of Mr. James B. Shurtleff, a former city manager of Medford, to conduct the survey. Mr. Shurtleff is now approximately halfway through his investigation; and we shall probably know by the spring of 1958 what his recommendations for improvements in our business operations are. This investigation was sparked by pique on the part of certain city-council members whose dislike for certain school personnel arose when the Superintendent of Schools urged teachers to contribute to a legal-defense fund to sue the City for its cut in the School Department's budget for 1957 of nearly $60,000 dollars, the sum of $31,000 being deducted from the item Maintenance of Plant alone. The suit is now being processed through the Middlesex Superior Court and will probably be heard early next year.

Again this year the question of salary increases for school personnel arose. This was partly brought about by the passage of the law by the Legislature raising the minimum salary of teachers throughout the state to $3300 and partly by the recurring need for Malden teachers to have better salaries if the school system is to attract and hold competent teaching personnel.

After much careful and thoughtful deliberation extending over several

meetings, the School Committee finally voted a salary schedule that would offer to those holding a bachelor's degree a minimum of

$3500 for the first year
$3500 for the second year
$3600 for the third year
$3800 for the fourth year
$4100 for the fifth year
$4400 for the sixth year

and then $200 annual increments to a maximum of $5600. Those having masters' degrees would receive $200 above each of those salaries and those with a doctorate, $600 above each of those salaries. Principals and directors, clerks, and custodial employees also received comparable increases over their current schedules. The new salary schedules go into effect January 1, 1958.

The low salaries for the first four years may make it difficult for us to attract potentially-strong teachers; the salary schedules may well be considered experimental for 1958 to see precisely what effect its uneven increments in its lower brackets will have in attracting new personnel and in holding those now in service.

An overview of the educational accomplishments of 1957 will be found in the extracts following, which have been taken from the annual reports of the various administrative and supervisory officials.

Respectfully submitted,

CHESTER W. HOLMES,
Superintendent of Schools

December 31, 1957

THE HIGH SCHOOL — — — — — — John B. Matthews, Head Master

We graduated a class of 335 in June, 1957. We received an entering class in September of 691. This is an increase of 118 from the preceding entering class. It necessitated the creation of three new Sophomore homerooms and the overall increase of homerooms to 45. We are feeling the pinch of increased enrollment, and doubtless it will continue in that direction. We have tried to maintain our high standards, and I think we have to a varying degree. Seniors who were qualified were admitted to colleges, perhaps not their first choices; but at least I know of no one rejected anywhere, and the employment situation was such that those seeking jobs had little or no difficulty.

We did well in all of our athletic programs; and without enumerating our success in each sport, may I make this general comment that our programs in that field are in good hands. I firmly believe that Malden High School is fortunate in having such men and women as we have in charge of our athletic programs. Winning is desirable, but it is not our chief objective. We try to build character as well.

Our school publications again received the highest ratings possible by outside agencies, and I particularly commend to your attention the Maldonian of last year as one of the country's outstanding books.

The work of our musical organizations again deserves favorable commendation. Our band has made tremendous strides under Dr. Silverman's direction, and Mr. Love's work in all of his activities has been outstanding.

Our girls and boys have again demonstrated their willingness to serve our community in so many activities that they are too numerous to mention.

Our teaching force has again been disturbed both by retirement and teachers accepting positions in other communities. We have had some difficulty in filling the positions but at the moment the situation is well in hand. I think I should mention that Mr. Cunningham, a teacher of Science, has fulfilled his military obligations and has returned to us and that Mrs. Driscoll, a very-fine teacher of Commercial subjects, suffered a severe heart attack and had to leave her work. We were fortunate in securing a substitute for her in the person of Mrs. Eloise Carrigan who is doing good work. I doubt at this time if Mrs. Driscoll returns this year.

I made some recommendations to the School Committee relative to budgetary matters regarding salaries for some of our teachers, and I do hope they were given serious consideration. You know very well that I make no recommendations without giving serious consideration to the matter.

May I express my appreciation to the main office for the consideration given me, to the members of the School Committee for its interest in in my work and to all members of the High School faculty for loyal and devoted services. Thirty-eight years of service is a long time to devote to the boys and girls of one community. I hope that they have not been altogether unprofitable years. I have enjoyed it for I have a personal conviction that the boys and girls by and large in our school are an outstanding lot.

THE VOCATIONAL HIGH SCHOOL — — — — James A. Booth, Director

Due to the increased precision and extraordinary developments in the trades offered at our school, it has become necessary to add two subjects

to our regular curriculum. Basic Physics and Algebra are available to Juniors and Seniors who, by virtue of aptitude and background, may profit by the studies. This arrangement will help to ease the problem of preparation for further study in evening colleges or technical institutes as well as prepare our students with more scientific approaches in the trades.

The High School principal has seen fit to take back one of the classrooms made available two years ago for the purpose of taking our classroom instruction out of inadequate, unsightly, and unhealthy quarters. This has resulted in overcrowded academic classroom instruction. This, I am sure, will not meet with State Department approval for reimbursement in light of their recent recommendation for larger and more adequate physical facilities. Perhaps the current administrative survey will shed some light on possible corrective measures.

With progress and growth of our school, and other units involved in the use of electricity for proper functioning in the school building, we are confronted with an inadequate electric power panel which, at the present time, portends serious conditions of safety. The Superintendent has been notified and he has duly requested correction of the situation.

All graduates were placed in jobs for which they were trained. Many of our undergraduates have been placed in part-time work in their respective trades.

ART — — — — — — — — — — — — — M. Adelia Johnson, Director

Much has been said and written about the Russians regarding their recent achievement in science, but no one has acknowledged the designers for their part in its construction. It takes many minds to produce such an extraordinary feat; and there is no question but that art played a very-significant part. People in general do not realize the impact of creativity and the hundreds of drawings that must be produced not only for scientists but also for our everyday needs.

The field of art offers many and varied opportunities for boys and girls to invent and to create. Through participation in a wide selection of activities they can discover those areas that provide satisfaction. During the past decade many changes for the betterment of our schools have taken place. Correlation and integration of all subjects not only with color and design but also by teaching through art are constantly being carried on.

Children in our elementary classes work independently and in groups. Group pictures, as we like to call the pictures that resemble murals, are a wonderful medium through which we teach teamwork, sharing with, and

an appreciation of one another. A group picture is made after much content has been built up during classroom activities and discussions. This is especially noted in the classes for the gifted.

The first-graders are now comparable to second-graders of former years, due to the splendid training these youngsters are receiving in our kindergartens. All elementary classes participate in creative activities which stress the ability to plan, assume responsibilities, and carry through meaningful undertakings to a successful completion. Whether they are able to develop great skills or not, the art program is for all children.

The directors of art, health, music, and reading held their third compulsory preschool workshop for new teachers. This is an excellent opportunity for teachers not only to become oriented in the various departments but also to become acquainted with one another.

An Art Workshop, on released time (12 noon to 5 p.m.), was held at the Linden School in January for three days. Only teachers of Grades Four, Five, and Six were allowed to attend because the greatest need of art teaching seemed to be in this group. I am very much indebted to the principal, Miss Mary O'Neil, and her custodial staff for the excellent set-up.

The goals which we are trying to emphasize in junior high schools are many. In bridging the gap between elementary grades and this level, we find ourselves with problems that require more-sympathetic understanding toward adolescence, in helping to develop students who can think and act creatively; who are open-minded and responsive to ideas; and who are productive and can adjust to contemporary society.

I regret that we do not have kilns in our junior and senior-high-school art departments but trust that we will in the near future. We are, however, having some excellent results with weaving in one of our junior high schools, which work up to now was limited to the senior high school. Along with the regular activities of learning to paint and to draw, under expert supervision, we are comparable to our neighboring school systems. One of our junior-high-school instructors was transferred to senior high school, and a replacement was procured. At the Lincoln School, the new building is progressing; and with its completion I hope the new art room will be of the finest not only here but also anywhere.

Our annual entries to the Scholastic Awards Committee has proven extremely beneficial. Students in both junior and senior-high-school art classes submit some of their best work to this committee. Selective work is hung and judged; winners receive gold keys or certificates of merit; and the gold-key recipients compete for National Honors. The purpose of this contest is to encourage creative expression among junior and senior-high-

school students, to foster greater appreciation of the arts, and to bring to the attention of our community the work of our schools. Malden has always been held in high esteem, and was mentioned in the 1957 year-book of the National Art Education Association at Los Angeles, California, whose convention I was privileged to attend. Selective students are given the opportunity to attend Saturday-morning classes at the Massachusetts School of Art in Boston.

Visual aids are lacking, and I should like a projector for each art department for their exclusive use. Sharing does not work satisfactorily, and other departments have not the time to cooperate on short notice. Also, I should like to have kilns as I have previously mentioned.

All elementary classes including kindergartens, the three junior-high schools, and the senior-high school art classes are visited as often as time permits, but with the expanding school population and the many changes which are taking place, Malden's art department is heading in the right direction. Attending local, regional, and national art conferences and exhibitions which I have been privileged to attend from coast to coast, I feel that our schools have a very-good rating.

MUSIC — — — — — — — — — — — — Herbert H. Silverman, Director

Today, with a public hue and hysterical cry for more science in education, we are apt to lose our educational perspective unless we calmly evaluate the needs of our children in toto.

It is obvious nonsense that we can escape the atom bomb, defend our shores, or reach the moon quicker by adding secondary-school courses in nuclear physics—or other such studies.

The educational worker in the Arts has no real cause for discouragement for in this age of science we are making an important discovery—the discovery of what science **can not** do. Science can kill or cure, heal or maim; but it can not, of itself, minister to man's spiritual, emotional, or avocational needs. It can not supply him with the sustenance his soul and spirit demand.

Music in an Age of Science assumes a new and important role in the education of our children. Music, art, and the humanities represent man as a living, breathing, emotional, sentient, human being; and those developments which affect his life must impinge on his spirit and soul unless he is to be trained as another machine.

We must take seriously the admonition of the great Swiss Educator Johann Pestalozzi that true human education cultivates all three at the

same time—the head, the heart, and the hand; and by the symbol of the hand he meant largely the manipulative and artistic qualities of man.

In the light of a new perspective there is a need for a revision of objectives for the Malden Schools Music Education Program. The following were developed to meet this need:

1. The music-education curriculum should be organized and taught around ethical principles consistent with democratic ideals.

2. The music-education curriculum should contain frequent references to the universality of music, recognizing the interdependence of all peoples through an understanding of their music.

3. The music-education curriculum should provide enough basic information and opportunities for active participation on an amateur basis to enrich the student's appreciation of music of a definite and lasting nature.

4. The music-education curriculum should teach basic principles of healthful living.

5. The music-education curriculum should contribute to the worthy use of leisure time.

6. The music-education curriculum should encourage the student to develop a minimum of accomplishment in some performing medium which would make for an enriched family relationship, and instill a sense of respect for the problems of others through the social medium.

7. The music-education curriculum should make available a variety of courses to serve all those students wishing to participate and to attract or encourage others to enroll, particularly adults in the community.

8. The music-education curriculum should offer ample experiences in creative activities, thus providing the student a means of emotional release and a sense of accomplishment which makes for an inner poise.

9. The music-educational curriculum should provide in its courses enough occupational orientation so that the student enrolling in any music course may have a fair basis for judging the vocational potential.

10. The music-education curriculum should be so integrated with other segments of the program that the student begins to develop a perspective for evaluation.

11. The music-education curriculum should develop in the student a feeling for civic responsibility, a social consciousness, a cooperative spirit, and supplement these awarenesses with certain technics on an amateur level with which he may become a leader in community thought and practice.

The Music Education Department reports that:

In August, 1957, Workshops in Music Education were held for all new teachers. This three-day training period, prior to the opening of school, has served to orient new teachers to our philosophy, teaching methods, materials, etc., so that all new teachers may begin the school-year with a full understanding of our needs and with techniques from which to attain educational objectives.

In addition to these Workshops, a weekly class has been held throughout the school-year for those teachers who are new to Malden and for those in need, or desiring, additional assistance in music-education techniques.

The Director of Music Education has visited all elementary classrooms as well as all junior and senior-high school music classes, all instrumental instruction classes, bands, orchestras, choruses, glee clubs, etc., as often as possible to provide supervision, musical and educational assistance, direction and inspiration as well as to motivate the maximum of teaching and learning efficiency, and to discuss evaluations of classroom activities and materials with each teacher.

In September, 1957, a new Curriculum Guide was completed, mimeographed, and distributed to all teachers from kindergarten through the first six grades as a basic required course in music education for each grade-level.

In addition to the regular vocal and instrumental programs in effect in the Malden Public Schools, 1957 saw the organization and public performances of a number of **new** organizations. These organizations have for an objective the providing of additional musical opportunities beyond those possible in an individual school. The All-City Groups meet after school hours in a central location, are entirely selective, and on a voluntary basis. The new organizations consist of:

The All-City Elementary School Orchestra
The All-City Elementary School Chorus
The All-City Junior High School Band
Gifted Classes Orchestra
Gifted Classes Glee Club

The All-City High School Band traveled to St. John, New Brunswick, Canada, for a three-day Spring concert tour, and were received with great enthusiasm as evidenced by the numerous official letters from municipal and school authorities subsequently sent to Malden. This undertaking was financed by the Malden Band Parents Association, which is sponsored by this Department.

As in other years by arrangement with the New England Conservatory of Music, practice teachers were assigned to the Malden Schools under the supervision of the Director of Music Education. This practice has enabled the Department of Music Education to offer many extra music opportunities for our children beyond the possible scope of our regular department activities.

The Singing, Listening, Creative, Rhythmic, and Instrumental Programs in our schools are functioning well; and we are proud that visitors from near and far constantly write and visit our schools to observe and discuss the musical offerings of the Malden Public Schools.

The major problem that I report for your consideration is the lack of music-education equipment and instruments as well as Audio Visual Aids, all of which have been repeatedly **requested** and **included** in the budget, but for years only a small portion of these needs have been met. As a matter of fact in terms of our instrumental needs rather than building our inventory from a minimum level, we have been losing more instruments each year by depreciation than we have been able to acquire. This situation is approaching a crisis as the number of pupils in this program is growing enormously. Year by year the equipment with which we have to teach them depreciates beyond a point of use, and replacements are not forthcoming.

SCHOOL HEALTH — — — — — — — — Dr. Mary E. Spencer, Director

As the purposes and activities of the School Health Program in its widespread ramifications were fully discussed in three publications of the School Department last year, the total picture will not be repeated here. (See Report for the School Committee, January, 1957; **Special Services** published in September, 1957; and a popular article prepared especially for **The Press,** November 7, 1957.) Only the most-significant happenings under the six main functions carried on by this Department—administration, supervision, teacher education, research and curriculum construction, coordination, and services—will be singled out for discussion.

Administration

Personnel

If the purpose of administration is to bring men and materials together and create for them the best opportunity for productive work, our greatest difficulty during the past year lay in this field—the securing of adequately-trained personnel. You and the School Committee are only too familiar with our personnel problem, so I shall not labor this point. However, I

do want to write into the record some facts pertinent to our situation. For some few years past we have not been able to secure a single candidate trained as a "Health Educator" for our secondary-school vacancies, since our salary scale can not meet the more-lucrative offers found in the community agencies, public and private, and in industry. We have been fortunate in one instance in securing a man trained in the biological sciences. Our pupils at the Beebe School have had four different health instructors in one course this fiscal year—not one of whom would qualify, according to the standardizing agencies, as a health teacher. This puts a tremendous burden on the director, and it bodes ill for the status and reputation of our work. It is comparable to asking a person who had never studied music to teach secondary-school vocal or instrumental music, and then having parents complain that music education isn't effective or important.

The solution, as I see it, will not come about through raising entrance salaries. Health Education is education in the life sciences which demand the highest maturity (Harvard School of Public Health now demands an M.D. or a Ph.D. for entrance to its Health Education training course.) I believe that if we could secure mature teachers trained in the biological sciences with 8-10 years of experience, and allow them credit up to $5000, we could get the type of person who could teach health and produce results.

The illness of one teacher for several weeks last spring, the absence for the same reason at the opening of school, the concomitant use of substitutes, and the resignation of two teachers with the subsequent orientation and training of new personnel for these positions called for more-than-normal concentrated use of the director's time at the junior-high-school level for several weeks, to the exclusion of other responsibilities.

Surveys

It has always been the policy of this school system to be cooperative in all educational surveys and studies and to make our contribution whenever this is asked. To be chosen is a compliment. To be cooperative is also time-consuming.

During the month of January, 1957, thirty-two persons connected with our system, most of them in administrative or supervisory positions, were briefed on the aims, policies, methods, and activities of this department in preparation for a survey used to standardize health education research instruments. This survey was requested and carried out by the Harvard School of Public Health-Brookline School Health Study. Three weeks were spent in the city by Dr. Marjorie Young, research worker for the study, on a schedule arranged and coordinated by the director who was in charge of the scheduled program until its completion.

A one-week program was arranged for Mr. Pole, a school administrator from Columbia University, who used our schools as one city for his doctorial study.

Dr. Elizabeth A. Neilson of the Lowell Teachers College studied our health-services program through a series of visits and a questionnaire.

Miss Eshleman, a graduate student at Tufts, made a survey of the preparation of our intermediate-grade teachers for their responsibilities in nutrition education. She spent one day each week during the spring semester in this field study.

Visitors

In addition to these "long-term visitors" whose studies entailed a good deal of planning, scheduling, conferring, and visiting on the part of the director, we had our usual quota of one-day observers from half a dozen foreign countries, the students from Harvard School of Public Health, the New England Hospital Nutrition Center, Boston University, and Boston College Nursing School; Drs. Saunders and Bill of the State Health Department looked into our policies and methods of health examinations in a one-day visit.

Cooperative Activities

Over 15,000 words were written in reports, in an article for **Special Services** and in newspaper releases to interpret the work of this Department and to keep the public informed of unusual happenings, such as the presence of visitors from foreign lands.

Supervision

In the elementary schools 860 visits have been made to 180 teachers. This includes an initial visit to all new teachers and to all teachers not on tenure and a second special visit to these teachers just before "teaching profiles" and individual supervisory reports were made out in the spring for teachers not on tenure. All other elementary teachers were visited three times last year. At the junior-high level visitation was "as needed," sometimes daily when substitutes were in charge over long periods; and daily and now biweekly with our inexperienced teachers. The more-frequent visitation at all levels made possible by the addition of an assistant last year has led to close contact especially with new teachers, many of whom have voluntarily come to the health-education office afternoons for materials, visual aids, and teaching guidance. Visitation to the senior high school and to the major work classes is made whenever a new unit involving health material is scheduled and often during its development.

Teacher-Education

The annual Workshop for New Teachers was held previous to the opening of the elementary schools, and meetings for new teachers in which the following films were shown and discussed were held in the fall: "School Health in Action," "Let's Teach Better Nutrition," and "What Teachers See—Teachers' Observation for Deviations from Normal Health."

Curriculum Study

Elementary

The curriculum committee which functioned in the fall of 1956 continued its study of "Subject Matter for Teachers" under the titles "What the Teacher Should Know About Mental Health, Nutrition, Safety Education, Communicable Disease Control, Dental Health Education, and Child Growth and Development." Because teachers are not specialists in this field, and, in most cases their pre-service training does not encompass courses in Health Education or its basic content material as it does courses in language-arts, mathematics, or history, the committee's task was, first, one of educating themselves more broadly; and second, that of outlining selected content which would be useful for other teachers. A rough draft of this subject-matter material was produced in early spring, and a revised edition was submitted at the close of the 1957 school-year.

The consensus of the committee was that, since size is a factor in the teachers' use of curriculum guides, we should prepare a series of Bulletins—Instructional Guides—each of which would deal with one phase of our total Health Curriculum. This arrangement would increase the usefulness of the Guides.

Because of the pressure of departmental duties meetings of the Curriculum Committee were not held this fall. The director, however, has been at work in between other calls on the Mental Health and Safety Bulletins. A statistical analysis of our accidents based on the reports to the Central Office over the last three years has been made as a starting point for our Safety Curriculum. A similar study of Mental Health Education programs throughout the country has been carried on, and will be used as a basis for our Bulletin in this field.

Junior High Schools

The junior-high-school Health Program at present is set up as follows:

School	Grade	Subject Offerings	Enrollment
Beebe	7	Community Health	383 pupils
	8	Physiology and Hygiene	

	9	Home Nursing	132 girls
Browne	7	Community Health	402 pupils
	8	Physiology and Hygiene	
	9	Home Nursing	122 girls
Lincoln	7	Community Health	190 pupils
	8	— — — — —	
	9	Home Nursing	128 girls

Because of the emergency program which has had to be carried on at the Lincoln Junior High School, health-science is not taught in Grade 8. With the opening of the new school, this course should be returned to its former place to strengthen our science offerings in Health.

Reports received from the junior-high-school instructors in Health-Science indicate no basic changes in their programs since last year. Miss Curtis reports that 310 girls earned American Red Cross Home-Nursing and Baby-Care certificates in June 1957.

Senior High School

Here, the course formerly called "Human Relations" has been changed to "Personal Health Problems." It is an elective course for juniors and seniors. The course-title indicates the change in content-material. The first half-year now stresses the physiological foundation needed to understand health practices and some of our present-day psychosomatic illnesses. The endocrine system and the nervous system receive special emphasis. The second half-year is devoted to the Principles of Mental Hygiene and their application in Human Relations and Family Living. A second text, **Your Health,** by Clemenson, Lawrence, Hofman, and LaPorte is now used to supplement our basic text, **Psychology for Living.** One period a day is devoted to personal conferences with students taking the course.

Other Activities

Beginners' Registration Day — Parent Education

Literature from ten health agencies was collected and exhibited in each school during "Beginners' Registration Week." Following the nurses' registration of the child and the giving of the health cards and blanks, the director or her assistant talked with each parent and distributed samples of the literature. In all, conferences were held with approximately 600 parents of school entrants. One entire week was given over to this work.

An evaluation of our parent health education effort led us to decide that a piece of our own material such as "Is Your Child Ready for School?"

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Annual report..., 1957,

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Date 4/24/61

Signed Chesterton Hotel
Supt.

published by many near-by cities, but slanted toward the specific requirements of our children would be more useful than the agency material. We have planned such a piece of material for use this spring and hope to submit a draft for approval at an early date.

Health Education Materials Center

The Health Education Materials Center set up by the present director in 1942 was reorganized and brought up-to-date during the past year. Requests for free materials for teachers' use were sent to more than 100 agencies. The returns have been organized and filed. New sets of the latest health texts for grades 1-12 in use throughout the country have been secured through the courtesy of the publishers. They are on loan to teachers and are used by the curriculum committees.

A selected anmotated list of the best films, film strips, readings, charts, models, etc., for use in the six areas of health education at all grade-levels is being compiled and will be used either as an appendix to the Curriculum Guide or as a separate brochure. The resources of the Health Education office are being listed and catalogued for teacher use.

The following is the report of the Director of Nurses:

I. **Beginners' Examinations**

During the month of April registration conferences were held in all the schools. The nurses recommend that a pamphlet introducing the parents to the Malden Public Schools be given to them at these conferences. Over 600 conferences with parents are held at this time.

II. **Physical Examinations**

Grades 1-4-7-10. 97.5% were examined by family physician. The remaining 2.5% were examined by the school physician.

III. **Hearing Tests**

All pupils were examined by the pure-tone audiometer. 122 pupils failed the final pure-tone test. 93 were examined by ear specialists. 26 were examined by ear practitioners. Up to the present time three pupils have not been examined by a physician. The parents promise to have them examined.

IV. **Vision**

Grades 1-4-7-10-11-12 were tested by the Massachusetts Vision Machine. Referrals, new entrants, and remedial-reading classes are tested with this machine. 376 pupils failed the Massachusetts Vision Test retest. 372 pupils

were examined by an eye specialist, and all eye glasses recommended were obtained. Four pupils have not had adequate correction, but the parents promise to have this done.

V. **Dental**

220 pupils were referred to the Board of Health and completed the dental work that was necessary at that time. 8 Prophylactic clinics were held at Forsyth. At each clinic 40 pupils were transported from school to Forsyth via Eastern Massachusetts Bus. The charge was $.75 each. This included cleaning and bus fare.

VI. **Immunization Clinics** (Sponsored by Malden Board of Health)

1. Diphtheria, whooping cough, and tetanus clinics for school pupils were re-opened this fall. There were a large number in need of booster doses, and it was more convenient to have them given in school than at 351 Main Street.

2. **Polio Vaccination Clinics.** February, March, and October for High School Pupils. April—clinics in all the schools for pupils requesting first and third doses.

VII. **Follow-Through**

Parents were notified of defects found from the results of the screening tests.

VIII. **Home Visits**

Guidance personnel, principals, teachers, and the attendance officer refer to the nurse those pupils whose problems require home visitation. About 500 homes of such pupils were visited by the nurses.

IX. **Emergency Care**

First aid is rendered by the nurse or the principal to all seriously-injured pupils. All pupils referred to the physician are followed through.

X. **Health Camp**

90 children were referred by the nurses for physical examinations for admission to the Malden Health Camp. This examination was held in the schools and given by the camp physicians.

XI. **State Department of Education**

On Wednesdays, Mr. Joseph Ballotta, Assistant Supervisor of Education, Division of Vocational Rehabilitation, holds conferences in the nurses'

office in the High School. Those pupils with severe physical defects are referred to Mr. Ballotta to be processed to determine eligibility for vocational rehabilitation.

XII. **Community Programs**

The nurses assisted the Mobile Tuberculosis Clinics and the Red Cross Bloodmobile Clinics.

The Report of Home Nursing:

Home Nursing classes, in which attendance is required of every ninth-grade girl, began in Beebe, Browne, and Lincoln Junior High Schools the first week in September.

Emphasis was placed on instruction in emergency care of the sick and injured and education for family living. This expansion of the course evolved from adjustments of the program at Lincoln Junior High School where the students meet for classes in the Faulkner Branch of the Public Library pending completion of the new wing. In this setting the lack of sick-room equipment compelled change. This change was used to advantage in the timely study of accident prevention, care of the injured, and education for family living.

Needed sick-room equipment for home use was improvised by the students and displayed at the spring exhibition at Beebe Junior High School.

In June, 1957, 310 girls qualified for and received Home Nursing and Baby Care certificates issued by the American Red Cross.

At a January Red Cross conference with the area field representatives and home nursing supervisors plans were made for an instruction training and revision meeting to be held at Beebe Junior High School on January 24, 1958.

READING — — — — — — — — — — — — — Esther Faircloth, Director

Reading should be synonymous with success, the chief motivating factor of everyone, whether child or adult. Learning-to-read is facilitated by presenting situations in such a way that the pupils' response to them is correct and successful. Reading-for-life versus reading-the-text is our banner constantly waving in the Reading Department as we realize Read- is a real-life situation and should not degenerate into a textbook.

There are no two ways about it! Either the child is taught to read (which includes the development of sequential skills through all grades) or he is a frustrated failure in all school subjects since the skill of reading, which facilitates all learning, has been denied him. We endeavor to teach

the child how to read to the best of his ability realizing that success snowballs and can overshadow ominous failure. At each level, reading is taught through its relationship to the other language arts—listening, speaking, writing.

In Malden our Reading Program is checked for consistency. We do not sanction hit-or-miss methods nor do we allow for a trial-and-error period when new teachers must find themselves. A week before the opening of schools in September, new teachers are oriented in the work ahead through individual and group meetings in which the year's work is outlined and discussed. We must be consistently forging ahead always bearing in mind that as human knowledge, experience, and thought have been extended with the addition of new modes of communication (motion pictures, radio, television) reading has become more-and-more important as a means of evaluating and exploring ideas.

In our program, we emphasize Reading in relation to the Language Arts. This can not be otherwise since as educators we must be ever cognizant of the order in Child Development —

1. Listening
2. Speaking
3. Reading
4. Writing

Pre school children have a listening vocabulary which is even more affluent than the acquired speaking vocabularly. In kindergarten, they will become more specialized as they discriminate between fine differences and similarities in the abstractions of sound and speech. Also, the innate ability for coordinating motor control (writing, coloring, cutting, pasting) is adhered to at kindergarten level. They learn to listen intelligently to stories that they might retell or dramatize. They listen to follow directions and they listen to interpret explanations so that they, in turn, may better explain things and the world to their peers. Kindergarten opens the first door to the kingdom of learning.

In Grade One we have a standard of learning with successful life-reading as our ultimate aim. Teachers must stay together and instruct with such careful concern for the learner that each child reaches his potential. Every child can learn to read; and since reading is an active process, it demands understanding and continuous response. When basic reading skills have been mastered, the reader can then explore at will a wide range of recorded human experience.

Since the primary reading program initiates the entire area of the

Language Arts, great emphasis is put on the quality of instruction in the first three grades. Reading instruction is based upon the listening and speaking skills which children bring to each reading level.

Skill in writing depends largely upon the extension of word knowledge through reading. Reading plays a major important role in the development of permanent spelling skill. If children have power in reading, the vocabulary becomes a knowledgeable part of their life. This is good since the objectives of education and life should be synonymous.

Two remedial-reading teachers working at elementary grade-level and one remedial-reading teacher at junior-high level have an accelerated reading program at all periods of the school day. No child is overlooked, and the child with a reading difficulty is guided until he has reached his capacity in reading, spelling, and writing. Always these three go together as we do not read reading, but read for a successful school and adult life.

Bulletins go out from the Reading Department twice a week and are of concern to all teachers, since the only way to win is to be together. This togetherness gives the children under our supervision the ultimate training in the three R's.

We care enough to teach our very best and recognize that progress is also our most-important product.

SPECIAL EDUCATION — — — — — — Mrs. Bertha M. Howard, Director

The enrollment in Special Classes during 1957 ranged between 155 and 160, and Special Education was made possible for forty-three new pupils. Comprehensive case studies were made on each child entering a Special Class, consisting of the eleven forms now required by the State Department of Mental Health, which include physical history, health record, school history, social and emotional development, parental attitude, and psychological findings and recommendations. A summary sheet for each child placed is filed with the State Director of Special Education. These new enrollments included sixteen children between the ages of six and eight, a diagnosis of their cases warranting an early placement in a program suited to their needs. These early referrals are desirable, as a child's scholastic and social development can best be attained by receiving the benefit of a specialized program from the beginning of his school life.

The Department of Special Education consists of two classes of trainable children, and nine educable classes—four primary, three intermediate, and two advanced groups. A step forward was made in September, 1957 by the transfer of two classes who were in less-desirable locations to the Forestdale School. Through the resignation of a teacher of one of these

classes, a new teacher was added to this Department. Since enrollment in these groups was especially high, it was necessary to establish a waiting list for eligible pupils, all of whom have now been provided with placement.

This Department was selected during the past year for two research studies conducted by Boston University and sponsored by the United States Office of Education. One was carried on in the field of Language Achievements of Mentally Retarded Children by two students working for doctorate degrees under the direction of Dr. Durrell and Dr. Sullivan. The other was a Delinquency Proneness Study conducted by Dr. Kvaraceus, in which Special Class children from ten to seventeen years of age, amongst others, were given his Delinquency Proneness Scale. We expect our pupils to profit from the results of the research and findings of these two projects.

Special Class children have participated in various public performances during the past year. The educable groups presented an evening program in the spring, displaying their dramatic and musical abilities. It proved to be very successful from the standpoint of building pupil self-esteem and confidence. One class was invited in October to repeat its performance at a meeting of the Boston Association for Retarded Children, and again in November at the Annual Dinner of this Association at the Hotel Somerset. The boys and girls of the Junior High School Centers, under the leadership of a student from the New England Conservatory of Music provided by the Director of Music, presented a Christmas Pageant on the evening of December 18. The effectiveness of the tableaux and chorus was enhanced by costumes and choir robes loaned to us by the First Baptist Church and the Mystic Side Congregational Church. Graduation exercises were held in June, as usual, at which time fourteen diplomas, six Red Cross Home Nursing certificates, sixteen Red Cross First Aid certificates, and four prizes for scholastic, industrial and domestic arts, and athletic achievement were awarded. This year the outstanding girl and boy citizens were honored by the American Legion by receiving medals from this organization.

Through the Department for the Physically Handicapped, speech therapy is provided for the children in both the trainable and the educable groups who need speech correction. A teacher experienced in working with retarded children gives individual service to those pupils with speech defects.

The girls of the Junior High School Center have had several opportunities to exhibit their culinary skills and ability to serve meals. Luncheon was prepared and served by them on two occasions—at a Conference of twenty-one School Superintendents and others, and also to a large group of foreign health educators from the Harvard School of Public Health. The usual Coffee Hour was held during National Education Week, when coffee

and delicacies were served to the more than one hundred people who attended, including school personnel, parents, and friends. Through opportunities to participate in programs and to be of service on social occasions, our pupils get a feeling of acceptance, security, satisfaction, and personal worth.

PHYSICALLY-HANDICAPPED CHILDREN — Mrs. Dorothy E. Dennis, Director

The annual census of physically-handicapped children of school-age who are attending school, receiving home instruction, attending special schools, or hospitalized is 577.

Children receiving home instruction numbered fifty-four for the year. These children were very adequately instructed by four full-time and eleven part-time instructors. In September, however, the department lost one full-time home teacher whose vacancy has been filled by using more part-time teachers. This has been difficult, and the director has requested that the position be filled at the beginning of the school year, September, 1958.

Lipreading and auditory training have been given to 37 hard-of-hearing children and adults in day and evening school. Two deaf children, whose classroom work has been supplemented by individual tutoring in subject matter in the past, are now able to do their classroom work successfully without this added service.

Due to the opening of a new blind center in Medford in September, 1957, the number of blind children in our Emerson School Center has been reduced to five. This seems to be an ideal number for maximum educational progress with each child. Three partially-sighted children continue to attend the sight-conservation class in Medford.

Three speech therapists carried extremely-heavy schedules due to the fact that 272 children received this speech help. In a reorganization of this area of our work this fall, all speech classes and trainable children needing speech help were instructed by one of these three teachers who has had considerable experience in the field of speech therapy for the mentally-retarded.

Plans are under way to initiate education's most-modern technique in educating home-bound children; namely, the home-to-school telephone system. This is a two-way device by which the child in the home can listen in to the classroom instruction, talk to the class and teacher, and can receive instruction from the teacher. This will be possible by the vision and financial help of the Malden Rotary Club.

The department is grateful also to the Malden Kiwanis Club, the Malden Lions Club, and the Italian-American War Veterans for their continued help and interest.

GUIDANCE — — — — — — — — — — — — Dr. Helen Moore, Director

Guidance in our schools should be thought of as an organized service designed to give systematic aid to all pupils in making adjustments to the various types of problems which they must meet: educational, vocational, health, moral, civic, and personal.

The work of this Department does not lend itself to statistics. The work is highly personal, with some problems settled quickly, while some demand continuous attention and much research. Often the results are intangible. That it is expanding every year and that more parents are seeking its services help us to feel that we are meeting, at least partially, a need in Malden, in this day of new emphases and uncertainties.

Although the guidance program in the elementary schools is primarily interwoven with administration and teaching, the foundation for it is begun in the first grade with the beginning of a Cumulative Record, which follows the pupil through all twelve years. This contains scholastic records, testing data, attendance, and other pertinent information. Teachers are constantly on the alert to check study habits and social adjustments and correlations between abilities and achievements.

Excellent rapport exists between the junior-high counselors and Grade Six teachers who make out anecdotal sheets for each pupil to pass on any helpful observations relative to health, attendance, behavior problems, and special skills, to use in orienting pupils to secondary-school situations. Meetings are held with these teachers and counselors to cement this rapport and service. The director is always available on call of a principal or teacher.

Formal guidance begins in the junior high schools with a full-time guidance teacher in each. In Grade Seven group orientation classes are held for each pupil once each week. An interest inventory, the study of occupations, and field trips form the pattern for Grade Eight. High-school courses are tentatively chosen. Two of the junior high schools held very-successful career conferences for pupils and parents at which experts in various fields were guest speakers. Individual counseling forms a large part of the ninth-grade program, with both parents and pupils, for interpretation of test results and help in high-school-course selection.

Emphasis in the High School is on counseling and imparting both educational and vocational information both to groups and to individuals. Boston University administers a battery of five tests to juniors; and individual conferences are scheduled by both the dean with the girls and the counselor with the boys. Parents are always welcome by appointment, and many are taking advantage of this opportunity. Each year there is an in-

creasing tie-in with social agencies and social workers in helping understand individual basic difficulties and in securing personal adjustments to living. Placements for both boys and girls on part-time and permanent basis still show a peak for clerical workers and a successful pre-Christmas training class for girls in selling. About 500 of the high-school pupils work on a part-time basis.

Malden Central Evening School offers a very-satisfying phase of the Guidance program whereby adults, veterans, and others who failed to secure a high-school diploma may earn two fully-accredited high-school units each year. Many graduates are using this service to make up credits for institutions of higher learning. There is a close relationship with the head master of the High School and the State Department of Education.

The director and every counselor are always available for conferences with pupils or parents by appointment and work closely with all special departments of the school system.

TESTING — — — — — — — — — — — — Arline J. Walton, Director

With the current focus of attention of not only educators but also the public in general on providing the best education for all children and enabling each to develop to the best of his or her ability, a planned and continuing program of tests becomes increasingly important.

The year 1957 found the work of the Department of Testing increased in several ways. The larger the enrollments the more children are involved in the city-wide program, and subsequently more materials to be distributed, correcting to be done, results to be analyzed, individual conferences to be held, and referrals made for other specialized services. It was also noticeable that the more pupils who are newly enrolled in the system brings an increased demand for individual testing where there are no test records available to facilitate proper placement or analysis.

Intelligence tests, which previously have been given in Grades 3, 6, 8, and 10, were given also to all Grade 1 due to the interest of many Grade 1 teachers to know as much as possible about their children and what to expect from them at one of the most-important times of the child's school life.

Another addition was the American Council on Education Psychological Test given to all girls in the college-preparatory and scientific courses in Grade 11, in order to provide the guidance counselors with information specifically intended to aid in the choice of schooling after high school.

Achievement tests were given as usual in Grades 3, 6, and 8. It is encouraging to note that more-and-more teachers call for these results, and

every effort is made to help them interpret results and use them constructively.

Tests of mental ability and reading were given to all in the Vocational High School since the instructors there were desirous of knowing more about the boys with whom they work.

At the junior-high-school level test results are emphasized for guidance purposes, not only for use then, but also as a part of their cumulative record which follows them through high school. Vocational-interest inventories, mechanical-aptitude tests, and tests of primary mental abilities form a part of this program in addition to the intelligence test and achievement battery at Grade 8.

Individual tests continue to be a large part of the director's function. Approximately 100 Stanford-Binets or Weschlers were administered with results carefully interpreted to principals, teachers, the school-adjustment counselor, guidance personnel, and in several cases at the request of outside doctors. In addition to these are batteries of tests given to individuals upon referral.

With the fourth year of the Major Work Class program for gifted pupils, 59 pupils were chosen or recommended for individual screening with 26 finally being placed in the new Major Work Class Fourth Grade. Since careful test records are kept for all these children in the program, each class was tested for yearly progress in achievement as well as some cases of personality testing.

Some test or tests are now given in Grades 1, 3, 6, 8, 9, 10, and 11. Much might appear to be mechanical, involving a vast amount of machine-scoring and clerical work in the Department office, but continual interpretation and education as to their use should prevent this testing from becoming an end in itself. They are merely a means to an end; namely, know the pupil. Tests are not the end but the beginning of teaching and guidance.

ELEMENTARY PHYSICAL EDUCATION — — — David I. Walsh, Director

Children in the elementary schools of today learn the ways of democratic living through practical experience. Education for citizenship often constitutes the core of the curriculum, providing children with the opportunity to establish good habits and attitudes favorable to living, working, and playing with other people. Physical education has a vital place in the school curriculum. The ability to live in harmony with others represents a most-essential quality of growth and development. Mastery of recreational skills is as important to social living as mastery of the skills in language, science, or mathematics.

A child who grows into maturity claiming full mastery of skills in the academic areas of education but who continually makes excuses for his inability to take part in recreational and social activities with his fellow man has not attained social maturity.

In terms of human need, physical education becomes essential, necessary education, indispensable to a well-rounded school program.

To meet our present situation, a child should be well-adjusted and should have as abundant health as science can develop out of his particular heredity; he should be happily adjusted in life; and he should be progressing at his own academic pace in all his subjects. Our general objectives of physical education are evaluated with this in mind.

It should be a function of the school physical-education program to give each child an opportunity to help each one discover his own needs. Under normal conditions, vigorous participation in interesting activities provides for growth and development as well as enjoyment and at the same time lays a framework of fitness on which adult life can build. Both strength and endurance are essential to this foundation—strength to handle one's own body efficiently in any situation and more-than-enough stamina to continue the necessary activities. Our aim for physical education is to develop individuals who can carry on a normal day's work without undue fatigue, with strength and stamina to continue working day after day, to meet emergencies, and to build up resistance to minor infections and physical defects that impair the body.

Progress in the Elementary School Physical Education Program:

1. With the addition of the new Forestdale School with its adequate play area and fine gymnasium, our program of physical education received a most-needed "shot in the arm." Our gym program of physical education is in full swing, much to the delight of the youngsters.

2. The after-school program of basketball at the Linden School Gymnasium was extended to include all sixth-grade boys throughout the city. Upwards of 200 boys voluntarily took part in this daily acitvity.

3. Our Special Class boys held a Basketball and Talent Night at the Linden School. The boys had the added enjoyment in defeating the visiting basketball team by a close margin before a capacity crowd. The Special Class girl cheerleaders did much to instill a fighting spirit in the boys all during the game.

4. Due to this department's urgent requests, the fencing of our school yards is slowly becoming a reality. The Glenwood School yard has been fenced in with the exception of a gate at the south-east end, which is needed in order for the fencing to be complete at this yard.

5. We continued our regular monthly scheduled visits to all elementary schools. Instruction in physical-education methods and procedures was given in each classroom, from Grades One through Six, including Special and Major Work Classes.

Recommendations:

1. That the Lincoln School yard to the rear of the junior-high building be entirely covered with black top with suitable drainage, as soon as construction on the new elementary building is completed. That a small section of this yard be fenced off for a parking area thereby eliminating any vehicular traffic on the playing surface.

Note: This is the only school yard not surfaced with black top.

2. That the following school yards be fenced in with chain link fence:

a. Emerson—Adams and Emerald Street sides at rear of the building.
b. Faulkner—a short section from one end of the grass area to the stone wall—south to north on Salem Street. Pierce Street—east to west on entire side of building.
c. Glenwood—fence at southeast end of play area.
d. Maplewood—complete fencing by extending the Laurel Street side to the Fire Department property.

3. That an **annual** sum of $500 be allotted to the physical education department for physical-education equipment and materials. Much of our equipment is depleted or worn beyond repair.

4. That a sum of $300 be allotted for an additional instructor to carry on the after-school program of basketball at the Forestdale School. At present I am able to carry on this program two days a week at two gyms.

I wish to thank the members of the School Building Committee, the Malden School Committee, the Superintendent of Schools, and the many principals and teachers who have made it possible for us to expand our program of physical education in the elementary schools.

CENTRAL EVENING SCHOOL — — — — — — Morton H. Wiggin, Principal

Democracy functions best when each citizen assumes his share of responsibility in helping solve the problems of government and society, and the obvious and immediate need today is a united people working for the security of America. Present-day changes and progress make it essential that adults of varying ages take advantage of educational activities and, in recognition of this need, Central Evening School provides a practical and feasible program of services and activities.

To meet the need for a better-educated and trained America, adults are offered the opportunity of working for an elementary diploma. In cooperation with the State Department of Education and the Senior High School, full-credit courses in junior and senior English, United States History and Government, elementary and advanced Algebra, Geometry, and Chemistry with Bio-Chemistry are offered towards a secondary-school diploma and entrance to schools of nursing. Courses in elementary and advanced stenography and typewriting, business machines, bookkeeping, and accounting prepare persons for the business world. Classes in mechanical drawing and elementary machine drawing are offered to prospective draftsmen.

To aid in the Civil Defense program, there are classes in first aid and home nursing; and for the deaf there are classes in lip reading. For cultural opportunities, classes are available in speech improvement, public speaking, conversational French, and law for the layman; and for leisure pursuits, there are the popular classes in art, sewing, and woodworking.

ADULT CIVIC EDUCATION — — — — — — Charles A. Rossiter, Director

The increased restrictions of the Federal Immigration laws are showing up in the better-educated immigrants who are coming into our Adult Civic Education classes. Formerly, the poorly-educated persons were admitted in large numbers and had to learn a working knowledge of English and get a rudimentary education before getting a substantial job.

Today these people can not leave their own country until screened out by our consular officials. We are allowing in a large number of semi-skilled workers and technicians as well as the usual professional people, and their chief aim is to learn enough English to get along comfortably with their fellow-American workers. They already have their formal education and usually are found in the better-type technical jobs. Their standard of living is higher than that of their predecessors, and they take less time to find their proper niche in the American scene.

The one common aim of those immigrants, past and present, is the obtaining of American citizenship. This goal is still a five-year program, and we still get a thrill when we see them through their examinations by the Federal officials in Boston.

The Hungarian influx of a year ago is over, and these persons are now absorbing our culture rather quietly. We shall expect to meet them again when their fourth year here has ended, and they begin to prepare themselves for their citizenship examination.

Meanwhile, world politics being what they are, we shall be awaiting the next moves of our Federal policy-makers as to what other nations will be the next ones to receive the all-out treatment of friendship and assistance given to the much-abused Hungarians.

December, 1957

No. of pupils entering Senior High School from Junior High School	633
No. entering Class 10, Senior High School from other sources	58
No. entering Class 10, Senior High School (total)	691
Total number in Senior High School in September	1661
Average age of Class 10 in Senior High School in September—15 yrs. 4 mos.	

Number of Pupils Entering the High School From Junior High School — June, 1957

	Graduated from Junior High June, 1957		Entered High School June, 1957		Total Graduated	Total Entered	Per cent Entering
	B	G	B	G			
Beebe	127	114	107	110	241	217	90.04
Browne	100	109	75	105	209	180	86.14
Lincoln	142	111	128	108	253	236	93.28
Total	369	334	310	323	703	633	90.04
Other Schools			5	14		19	
Repeating Class 10			19	7		26	
Parochial			6	7		13	
Total			340	351		691	

Number of Pupils in Malden High School, December 1957

Course	10	11	12	Total
General	349	251	238	838
College	163	121	88	372
Scientific	44	31	24	99
Commercial	104	92	82	278
Post Graduates	.....	.....	2	2
Special	.....	.....	1	1
Totals	660	495	435	1,590

Number of Pupils Taking the Different Studies in Malden High School, December 1957

Subject	10		11		12		Total		Grand Total
	B	G	B	G	B	G	B	G	
Accounting	.....	.....	.....	.....	3	22	3	22	25
Aeronautics	.....	.....	.....	.....	46	1	46	1	47
Algebra 1	45	7	31	5	4	2	80	14	94
Algebra 2	4	2	112	62	31	2	147	66	213
Band	20	31	7	10	5	11	32	52	84

Biology	50	47	.....	2	38	79	88	128	216
Blue and Gold	.....	4	7	13	7	11	14	28	42
Bookkeeping	9	96	9	69	2	4	20	169	189
Chemistry	.....	.....	125	90	7	11	132	101	233
Commercial Geography	9	92	.....	.....	.....	.....	9	92	101
Domestic Arts	.....	68	.....	31	.....	19	.....	118	118
Electricity and Mechanics	.....	.....	22	.....	4	.....	26	.....	26
Elementary Music Theory	.....	.....	3	.....	2	1	5	1	6
English	317	341	273	282	212	249	802	872	1674
Freehand Drawing	13	21	5	11	2	9	20	41	61
French	55	59	60	63	39	50	154	172	326
General Business Practice	.....	1	19	50	13	13	32	64	96
General Mathematics	91	38	11	3	6	2	108	43	151
German	51	26	56	26	19	20	126	72	198
Health	1	1	8	64	5	19	14	84	98
History (Ancient and Medieval)	189	158	5	3	1	.....	195	161	356
History (Modern European)	.....	.....	160	141	14	17	174	158	332
History (United States)	31	20	43	84	146	158	220	262	482
Latin	96	87	26	58	16	48	138	193	331
Law and Economics	.....	.....	.....	.....	15	35	15	35	50
Maldonian	.....	.....	12	27	7	24	19	51	70
Manual Training	53	.....	25	.....	10	.....	88	.....	88
Mechanical Drawing	34	.....	21	.....	12	.....	67	.....	67
Meteorology	.....	.....	25	3	21	8	46	11	57
Music Appreciation	.....	.....	6	13	10	13	16	26	42
Office Practice	.....	.....	.....	.....	1	97	1	97	98
Orchestra	6	5	10	5	6	5	22	15	37
Physical Education	323	332	162	188	111	154	596	674	1270
Physics	.....	.....	.....	1	88	25	88	26	114
Plane Geometry	140	97	25	5	16	4	181	106	287
Printing	13	.....	3	.....	8	.....	24	.....	24
Radio	.....	.....	.....	.....	11	.....	11	.....	11
Review Mathematics	.....	.....	.....	.....	32	21	32	21	53
Science (Intermediate)	79	23	11	6	5	4	95	33	128
Solid Geometry	.....	.....	.....	.....	32	2	32	2	34
Stenography	87	146	1	136	2	103	90	385	475
Trigonometry	.....	.....	.....	.....	32	2	32	2	34
Typewriting	87	146	1	136	2	103	90	385	475
Typewriting A	.....	.....	3	28	.....	4	3	32	35
Typewriting B	.....	.....	.....	1	1	16	1	17	18
Typewriting (Personal)	16	27	.....	.....	.....	2	16	29	45

MEMBERSHIP IN ALL PUBLIC SCHOOLS
October 1, 1957

Ages	GRADES I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	P.G.	Special	Junior High Centers	Home Students	Kindergarten	TOTAL
4																	124	124
5	144	1															505	650
6	590	171														2		763
7	52	524	169											10		2		757
8	1	62	429	195	2									11		1		701
9		16	78	481	182	1								10		1		769
10		1	11	77	513	265	7							25				899
11				18	65	426	192							23		2		726
12					14	82	292	153	1					23		1		566
13				1	6	22	72	324	198	1				11	3			638
14					1	2	27	78	444	223	1			2	8	1		787
15							5	28	106	385	166				14	2		706
16								4	25	123	303	143			2			600
17									2	27	62	247	2		2	2		344
18										5	9	65	1	1	1			82
19											4	8				1		13
20											1	3		1				5
21												1						1
Total	787	775	687	772	783	798	595	587	776	764	546	467	3	117	30	15	629	9131
Total—1956	768	709	786	774	802	577	636	710	750	634	538	422	12	118	30	16	536	8818
No. Underage	144	172	169	195	184	266	199	153	199	224	167	143	2	0	0	0	124	2341
No. Normal Age	590	524	429	481	513	426	292	324	444	385	303	247	1	0	0	0	505	5464
No. Overage	53	79	89	96	86	106	104	110	133	155	76	77	0	0	0	0	0	1164
% Underage	18.3	22.2	24.6	25.3	23.5	33.4	33.4	26.1	25.6	29.3	30.6	30.6	66.7	0.0	0.0	0.0	19.7	26.1
% Normal Age	75.0	67.6	62.4	62.3	65.5	53.3	49.1	55.2	57.2	50.4	55.5	52.9	33.3	0.0	0.0	92.4	80.3	60.9
% Overage	6.7	10.2	13.0	12.4	11.0	13.3	17.5	18.7	17.2	20.3	13.9	16.5	0.0	0.0	0.0	7.6	0.0	13.0